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ABSTRACT

Provided is information on the activities and curriculum of the SPARK (Seeking Purposeful, Analytic, Realistic Knowledge) Primary Gifted Program in Calcasieu Parish (Louisiana). The first major section of the document includes brief segments on the program's philosophy and rationale, definition of gifted and talented youth, identifying characteristics of giftedness, identification and placement, forms used for screening and placement, teacher questioning techniques, special features of the program, and schedule of classes. The bulk of the document is devoted to information (which includes purpose, suggested time, procedure, extended activity, and materials) on curriculum activities in the following areas: language arts, social science, math, science, music, and art. Also provided are a list of materials used in first grade gifted SPARK classes; information on inservice training, parental and community involvement, communication and dissemination, and evaluation; sample evaluation forms; and a table showing results from evaluation of program components. (SBH)

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ED135187

CALCASIEU PARISH SPARK PROGRAM
FOR PRIMARY GIFTED/TALENTED STUDENTS

U S DEPARTMENT OF HEALTH,
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PHILOSOPHY OF THE PRIMARY GIFTED PROGRAM
IN CALCASIEU PARISH

In a democratic society, it is the primary responsibility of the school to offer educational opportunities appropriate to each child's ability. Gifted and/or talented children are a unique population, differing markedly from their age peers in abilities, talents, interests, and potential for accomplishment. The purpose of gifted education is to provide a learning environment which will inspire, motivate, and challenge these children to achieve the highest possible degree of success, happiness, and usefulness in reaching their fullest potential. The success of this endeavor is dependent upon trained personnel, willing to accept these children as individuals with special needs and abilities.

The curriculum offering, oriented to the gifted and/or talented learner, must provide a program of experiences which differs from the regular school program. It should be considered a framework of learning alternatives serving as a resource for ideas, or as a point of departure for further study and activity.

The ultimate goal of the program will be to develop within each individual a desire for excellence, a sense of individual worth, and a responsibility to self and to society. Finally, the success of this program will be determined by the commitment and support of the parents, the students, and the personnel at all levels of the school community.

RATIONALE

The philosophy of Calcasieu Parish School Board explains some of the reasons why the SPARK Program was implemented for Gifted/Talented students in Calcasieu Parish during the 1974-75 school year.

To say the school system has done nothing for these children in the past is false; many noble efforts have been directed toward meeting the needs of these special students - some of them with excellent results. But only some of the needs of the gifted/talented were met.

A recent survey indicates that only four percent of the estimated 2½ million gifted/talented youth in this nation have actually been receiving some type of differentiated instructional program. The research further points out that as many as 18 percent of the high school dropouts are gifted/talented. This is a waste that needs to be corrected.

Another point of interest is that Louisiana has mandated legislation for providing programs for gifted students under ACT 368.

SRA Primary Mental Abilities Test administered in the spring of 1974 indicated that on a system-wide basis almost 3 percent of the students tested scored an I.Q. of 130 or above, while another 6 percent made scores from 120-129.

There is an enormous individual and social cost when talent among the nation's children goes undiscovered and undeveloped. These students cannot ordinarily excel without assistance.

All children can run, but some run faster than others. It is with these fast runners in mind that the SPARK Program was developed.

DEFINITION

The Calcasieu Parish School Board adheres to the definition of gifted and talented youth formulated by the U. S. Office of Education and adopted by the Louisiana State Board of Education:

Gifted and talented children and youth are those who are identified by professionals and other qualified individuals as having outstanding abilities and who are capable of high performance. These are children and youth whose abilities, talents, and potential require differentiated educational programs and/or regular school program in order to realize their contribution to self and society. The term "gifted and talented" shall include the following major categories, singly or in combination:

Academically Gifted
Creatively Gifted
Kinesthetically Gifted
Psychosocially Gifted
Disadvantaged Potential

IDENTIFYING CHARACTERISTICS OF GIFTEDNESS

The Gifted Child Usually:

- exhibits superior achievement in one or more academic areas and scores highly on standardized tests
- is capable of long-range concentration on topics of interest and has high interest and search for the truth.
- resists routines and shows need or desire for solitude
- is creative-inventive-original and shows interest beyond the usual norm for his chronological age.
- is independent, self-initiated, self-directed with high standards for himself
- is sensitive toward others' feelings and is considerate of others
- reads widely and has extensive vocabulary
- has variety of interests and talents; is interested in adult problems
- possesses superior reasoning ability and recognizes relationships
- learns rapidly, easily
- is capable of critical and evaluative thinking and possesses the ability to perform difficult mental tasks
- shows sense of responsibility, has the ability to take direction, and possesses leadership ability
- is friendly, outgoing, and enthusiastic; is well-liked by his peers and/or adults
- is curious about the world around him, asks questions, desires satisfactory answers, and is supplied with limitless energy and enthusiasm
- has no patience with absurdities and stupidities and yet possesses a mature sense of humor; may be stubborn in his beliefs
- is a high-risk taker; is adventurous and speculative; does not fear being different; exhibits non-conforming behavioral traits
- adapts readily to new situations
- is physically well-coordinated; excels in athletic activities
- is the most scientifically-oriented
- is the brightest minority-group student in the class (in case there are more than five)

A gifted child may exhibit none of the above characteristics but might have untapped potential suspected or intuited.

GOALS FOR THE PRIMARY GIFTED PROGRAM
IN CALCASIEU PARISH

The following objectives have been written specifically for the purposes of this program. They are to:

1. Recognize the need to provide special classes for gifted children in the primary grades.
2. Establish specific criteria for the identification of academically gifted primary children.
3. Establish centers equipped with differentiated materials to provide for primary children identified as academically gifted.
4. Create a learning environment that will allow for maximum development of the gifted child's thinking, learning and creative abilities.
5. Provide preservice education and continuing inservice education for teacher for the gifted.
6. Participate in local, state, regional, and national conferences specifically related to gifted education.
7. Implement a perpetually changing curriculum designed to meet the immediate and long-range needs of gifted students.
8. Provide flexibility in curriculum, activities, and scheduling which will allow for optimum learning.
9. Provide differentiated learning experiences not ordinarily included in the regular classroom program.
10. Provide a wide variety of instructional alternatives to students with special abilities.
11. Provide unique experiences for gifted children through the use of community resource personnel and field trips.
12. Develop high level thinking skills, creative skills, and group processes through the use of specialized teaching techniques and procedures.
13. Articulate and coordinate the differentiated gifted program with the regular classroom instructional program.
14. Disseminate information regarding the program to the public through all news media.
15. Inform parents concerning the nature of the program and the continuing progress of the individual student.

16. Develop and utilize written instruments for periodic evaluation of the program by parents, students, and school personnel.
17. Teach the students the techniques and importance of evaluation of all classroom experiences.
18. Use all measures of evaluation to review and improve the program to meet the needs of the students.
19. Develop within each individual a desire for excellence, a sense of individual worth, and a responsibility to self and society.

GRADING

Based on the philosophy that the program is more concerned with process rather than product and that the curriculum provides for vertical learning growth as well as horizontal learning, no grades are given. The student is expected to perform successfully meeting the expectations of learner goals for the curriculum areas. Evaluation by students and teachers is a continuous process.

IDENTIFICATION AND PLACEMENT

The screening and nomination by kindergarten teachers is done in the spring of each year. The teachers attend an orientation meeting and are given necessary forms which they fill out and turn in. They are also given a list of identifying characteristics of giftedness, an informal reading/listening comprehension test to administer to their students, and a rating scale for kindergarten pupils (from Louisiana Policy Handbook on Gifted Education).

Other nominations are taken from first grade teachers and/or parents, principals, etc.

The SPARK teachers under the supervision of a clinical psychologist administer the Peabody Picture Vocabulary Test (individual) and the California Test of Mental Maturity - long form (small groups).

The placement team consisting of the Director of Special Services, Coordinator, SPARK teachers, and the clinical psychologist review the tests results, sum the tests scores, and chart for each center in rank order from highest to lowest. The highest are selected until the class load is realized. Other students are placed on a waiting list and drawn into the program in order of test ranking.

An orientation meeting is held for parents in each center after final selection. A written parental permission for placement, for field trips, and for photographing students is required.

PERMISSION FOR TESTING
FOR SPARK GIFTED PROGRAM
Calcasieu Parish School Board

I hereby give permission for my child _____
who is in the _____ Grade at _____ School
to be tested for possible placement in the SPARK program.

BIRTHDATE OF CHILD: _____

PARENT SIGNATURE: _____

: _____

DATE: _____

ADDRESS: _____

TELEPHONE: _____

CALCASIEU PARISH SCHOOL BOARD

RECORD OF PARENT CONFERENCE PRIOR TO PUPIL PLACEMENT
IN EDUCATIONAL PROGRAM FOR GIFTED AND TALENTED

Department of Special Services

Student's Name _____ Date of Birth _____

School _____ SPARK Center _____

TO WHOM IT MAY CONCERN:

After our discussion concerning my child's general learning ability, school progress, and social adjustment, I hereby agree to his/her placement in the program for Gifted and Talented as soon as the necessary arrangements can be made. I understand that my child will have to go from his regularly assigned school to another school for the SPARK class session. In such case, I agree to accept full responsibility for my child's physical welfare while going to and from the SPARK class.

I understand that the progress and development of my child will be carefully observed and that I will be informed orally or in writing at various times, or upon my special request, about the nature of such progress.

(Signature of Parent)_____
(Date)_____
(Signature of Parent)_____
(Date)_____
(Signature of Teacher, Principal, or
Counselor)_____
(Date)

CALCASIEU PARISH SCHOOL BOARD

FIELD TRIP PERMISSION

Department of Special Services

TO WHOM IT MAY CONCERN:

I hereby give my consent for my child _____
to be taken on field trips throughout the year 19__ - __ as part of
the SPARK curriculum. I will not hold the teacher, school, or principal
responsible for any accident or mishap which may occur on these trips.

(Parent's Signature)_____
(Date)_____
(Parent's Signature)_____
(Date)

CALCASIEU PARISH SCHOOL BOARD

PERMISSION TO PHOTOGRAPH

Department of Special Services

Student's Name _____ Date of Birth _____

School _____ SPARK Center _____

TO WHOM IT MAY CONCERN:

I hereby agree to my child being photographed and/or filmed and that these may be shown to the general public on appropriate occasions. I understand that at no time will any pictures, slides, or films be shown that would cause any embarrassment or be detrimental in any way.

(Parent's Signature)_____
(Date)_____
(Parent's Signature)_____
(Date)_____
(Signature of teacher, principal, or
counselor)_____
(Date)

CURRICULUM GUIDE

The curriculum is geared to activities involving the students in experiences such as: decision making, problem solving, interpreting data, summarizing information, stimulating the imagination, making discoveries, formulating hypotheses, analyzing propaganda techniques and developing logical thinking.

The curriculum offers the opportunity for independent study, small group instruction emphasizing the techniques of group dynamics, field trips, travel, specialized instruction for development of unique talents in the arts, and utilization of community resources to involve the students as active participants in their own learning.

The perpetually-changing curriculum is designed to meet the immediate and long-range needs of individual students.

RATIONALE FOR CURRICULUM DEVELOPMENT

In order to develop a differentiated curriculum, specialized teaching strategies were utilized. The teaching/learning models developed by Benjamin Bloom, J. P. Guilford, and Frank Williams were studied and adapted for use in developing classroom experiences. As the teachers understood the basic tenets of the teaching/learning models, they were more able to interact comfortably and successfully with the gifted and talented students.

The following pages are copies and explanations of the materials of the three teaching/learning models.

BLOOM'S SEQUENTIAL CLASSIFICATION OF QUESTION CUES*

1. Knowledge (memory questions)

Tell - list - describe - who - when - where - which - what -
do you remember - state - does - define - identify - did you
know that - relate -

2. Comprehension (translate)

Change to different symbol or medium - tell in your own words -
describe how you feel about - relate - interpret - compare and
contrast - what is an analogy to - when can you extrapolate
from that - discover and explain - what does it mean - what are
the relationships -

3. Application (problem solving)

Demonstrate - use it to solve - where does it lead you - how
can you use it -

4. Analysis (reached, derived)

How - reason - why what are causes - what are consequences -
what are the steps of the process - how would you start -
arrange - specify the conditions - which are necessary for -
which one comes first, last - what are some specific examples of -
list all the problems, solutions -

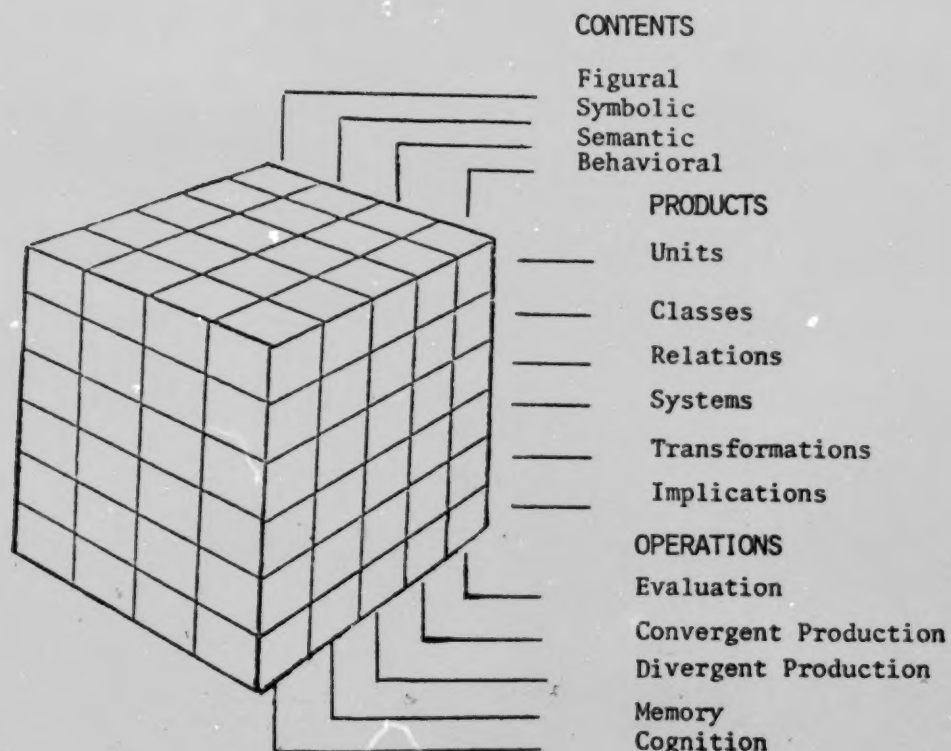
5. Synthesis (productive-divergent thinking, originality, and imagination)

Create - devise - design - how many hypotheses can you suggest -
think of all the different ways - how else - what would happen
if - think of as many as you can - what it would be like if -
how many ways are possible - compose - develop - in what ways can
you improve - suppose - form a new - think of something no one
else has thought of before -

6. Evaluation (judge to a standard, set criteria)

Set standards for evaluating the following - which are good,
bad, - which one(s) do you like - what do you think are the most
likely - rate from good to poor - select and choose - is that
good or bad - weigh according to - evaluate the results - judge
the evidence - judge according to these standards - judge by
how you feel - what is the problem - are these solutions adequate -
will it work - decide which -

GUILFORD'S STRUCTURE-OF-INTELLECT MODEL*



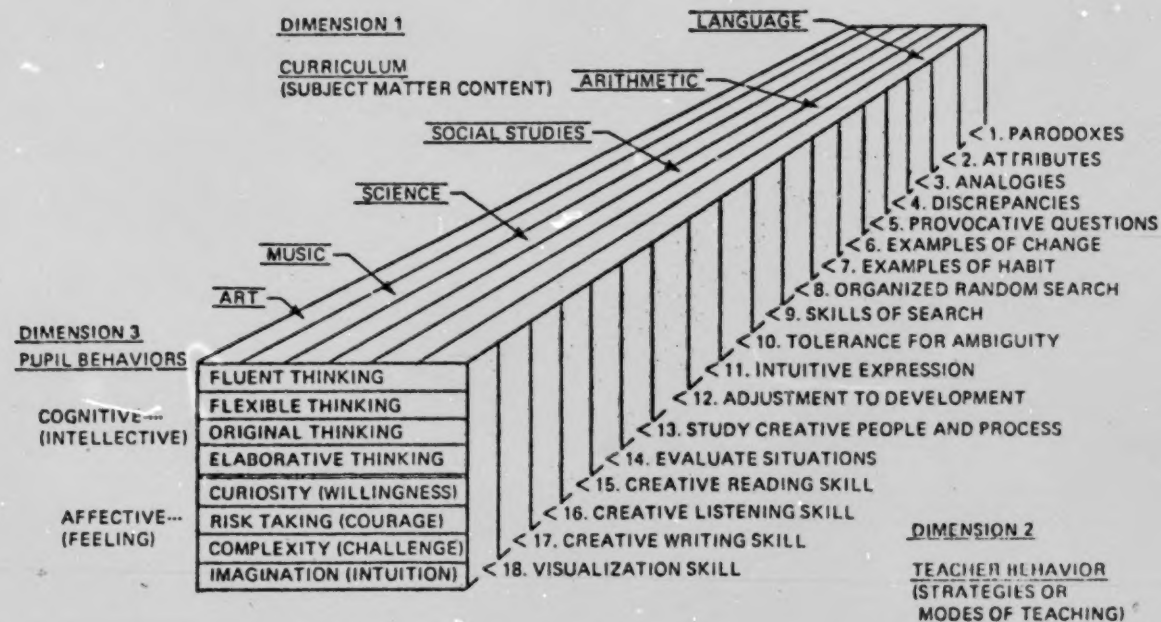
The above figure is the structure-of-intellect model, (SI Model) within which each little cube represents a unique combination of one kind of operation, one kind of content, and one kind of product, hence a distinctly different intellectual ability or function.

Value judgments will need to be made as to the extent the application of the SI Model is used in the classroom. Needs for divergent-production abilities, because of their demonstrated relation to creative production and problem solving, are being recognized. Where steps are being taken to cultivate these abilities, many benefits have been reported. In addition to the intrinsic rewards that students experience, there are general increases in self-esteem and self-confidence, and even some behavior problems are solved.

*Adapted from an article in *THE GIFTED CHILD QUARTERLY*, Autumn, 1972.

A Model for Implementing Cognitive-Affective Behaviors in the Classroom

D1→D2→D3



Purpose: Presents the dimensions of content-teaching processes and student behavior to emphasize the strands of possibilities within each dimension. Provides a vehicle for intersecting a given subject area with any teaching strategy. Extends the breadth of cognitive learning.

IMPLICATIONS	APPLICATION
Realizing the scope of thinking processes	Extending or developing curriculum

DIMENSION 2

TEACHER BEHAVIORS (STRATEGIES)

- | | |
|---|--|
| NO. 1 - PARADOXES | Common notion not necessarily true in fact
Self-contradictory statement or observation |
| NO. 2 - ATTRIBUTES | Inherent properties
Conventional symbols or identities
Ascribing qualities |
| NO. 3 - ANALOGIES | Situations of likeness
Similarities between things
Comparing one thing to another |
| NO. 4 - DISCREPANCIES | Gaps or Limitations in knowledge
Missing Links in information
What is not known |
| NO. 5 - PROVOCATIVE QUESTIONS | Inquiry to bring forth meaning
Incite knowledge exploration
Summons to discovering new knowledge |
| NO. 6 - EXAMPLES OF CHANGE | Demonstrate the dynamics of things
Provide opportunities for making alternations,
modifications, or substitutions |
| NO. 7 - EXAMPLES OF HABIT | Effects of habit-bound thinking
Building sensitivity against rigidity in ideas
and well-tried ways |
| NO. 8 - ORGANIZED RANDOM SEARCH | Using a familiar structure to go at random to
build another structure
An example from which new approaches occur
at random |
| NO. 9 - SKILLS OF SEARCH | Search for ways something has been done before
(historical search)
Search for the current status of something
(descriptive search)
Set up an experimental situation and search for
what happens (experimental search) |
| NO. 10 - TOLERANCE OR AMBIGUITY | Provide situations which puzzle, intrigue, or
challenge thinking
Pose open-ended situations which do not force
closure |
| NO. 11 - INTUITIVE EXPRESSION | Feeling about things through all the senses
Skill of expressing emotion
Be sensitive to inward hunches or nudges |
| NO. 12 - ADJUSTMENT TO DEVELOP-
MENT | Learn from mistakes or failures
Develop from rather than adjust to something
Developing many options or possibilities |
| NO. 13 - STUDY CREATIVE PEOPLE
AND PROCESS | Analyze traits of eminently creative people
Study processes which lead to problem solving,
invention, incubation, and insight |
| NO. 14 - EVALUATE SITUATIONS | Deciding upon possibilities by their consequences
and implications
Check or verify ideas and guesses against the facts |

- NO. 15 - CREATIVE READING SKILL Develop a mind-set for using information
that is read
Learning the skill of generating ideas by
reading
- NO. 16 - CREATIVE LISTENING SKILL Learning the skill of generating ideas by
listening
Listen for information allowing one thing to
lead to another
- NO. 17 - CREATIVE WRITING SKILL Learning the skill of communicating ideas in
writing
Learning the skill of generating ideas through
writing
- NO. 18 - VISUALIZATION SKILL Express ideas in visual forms
Illustrating thoughts and feelings
Describing experiences through illustrations

DIMENSION 3

PUPIL BEHAVIORS

Behavior	Meaning
COGNITIVE - INTELLECTIVE	
FLUENT THINKING To think of the <u>most</u> --	Generation of a quantity Flow of thought Number of relevant responses
FLEXIBLE THINKING To take <u>different</u> approaches --	Variety of kinds of ideas Ability to shift categories Detours in direction of thought
ORIGINAL THINKING To think in <u>novel</u> or <u>unique</u> ways --	Unusual responses Clever ideas Production away from the obvious
ELABORATIVE THINKING To <u>add</u> on to --	Embellishing upon an idea Embroider upon a simple idea or response to make it more elegant Stretch or expand upon things or ideas
AFFECTIVE - TEMPERAMENT	
RISK TAKING To have <u>courage</u> to --	Expose oneself to failure or criticisms Take a guess Function under conditions devoid of structure Defend own ideas
COMPLEXITY To be <u>challenged</u> to --	Seek many alternatives See gaps between how things are and how they could be Bring order out of chaos Delve into intricate problems or ideas
CURIOSITY To be <u>willing</u> to --	Be inquisitive and wonder Toy with an idea Be open to puzzling situations Ponder the mystery of things To follow a particular hunch just to see what will happen
IMAGINATION To have the <u>power</u> to --	Visualize and build mental images Dream about things that have never happened Feel intuitively Reach beyond sensual or real boundaries

**The above model, strategies, and behaviors were presented by Dr. Frank Williams in a Gifted Education Workshop at McNeese State University, February, 1976.*

INQUIRY PROCESSES*

I. Input-Level Processes Used in Developing Concepts

1. Observing: This process is basically visual and is usually used in reference to a study print, or to a situation or object that is present in the classroom. It is used when an answer to a question is reached by merely looking at something.
2. Recalling: Recalling takes place when an answer to a question is reached without analysis but with immediate recall from experiences the pupil has had. Responses of this kind are sometimes personal and subjective, and are not necessarily shared by all pupils in the class.
3. Comparing: This process is used when pupils are asked to find similarities or differences between objects, people, or situations. Several questions may be asked in a series to develop this process.
4. Classifying: This process involves grouping items on the basis of like characteristics. It is a sorting process that requires establishing guidelines or criteria.
5. Analyzing: This process is used in breaking down a concept into parts and explaining reasons for the relationship of the parts. Typically this process is used in questions asking "why". It goes beyond recalling in that the pupil is asked to find reasons that are not immediately evident and that require some analysis or logical thought.
6. Interpreting: This process is used in defining or describing on the basis of personal experiences and feelings. This is a subjective process that requires the pupil to search his own experiences. An interpretation is neither right or wrong, but is merely a statement of pupil's perceptions and introspections.
7. Inferring: This process requires the pupil to project his feelings or ideas into a situation that is outside his own immediate experience. It is often used when a pupil is asked to talk about people or ideas or study prints.
8. Generalizing: This process enables the pupil to expand understandings beyond the facts that have been presented or developed.

II. Output-Level Processes Used in Applying Concepts and Generalizations

1. Hypothesizing: This process is used in making a tentative judgment, assumption, or conclusion in which some allowance for testing is included. Testing does not have to be done in the formal sense of

a controlled experiment, but it may be incorporated through further questioning by the teacher or through obvious comparisons with a pupil's own experiences.

2. Predicting: In using this process, the pupil applies his experiences to a projected event or a probable outcome of an observed situation. He is not expected to prove his prediction, which may differ from someone else's prediction.
3. Evaluating: This process is used when a pupil is asked to give a value judgment or to respond to a situation in which his values are the basis for the response.
4. Synthesizing: This process is used in compiling and organizing related facts and material. It is the bringing together of information. This process appears only in the activities.

*from materials developed by John U. Michaelis; used in Social Studies In-Service Workshop, Calcasieu Parish Schools, Lake Charles, Louisiana, November 12, 1974.

TEACHER QUESTIONING TECHNIQUES*

1. Pausing: Teachers should pause after asking questions in order to allow students to organize their thoughts thereby encouraging more indepth pupil responses.
2. Handling incorrect responses: Telling pupil his answer is wrong decreases student participation. Avoid this by giving him an opportunity to correct his answer through rephrasing the question.
3. Calling on non-volunteers: Many time students who tend to volunteer in discussions monopolize and do not allow the shy child or non-volunteer an opportunity. Non-volunteers are often the pupils who most need your attention and the experience of responding.
4. Redirection: Redirection is an effective way to increase pupil participation and reduce teacher talk. It is the responsibility of the teacher to frame questions that require more than one correct answer and then to redirect the question in a way that will involve all students in the discussion.
5. Questions requiring higher cognitive process: Teachers typically use too many questions and too few higher order questions in class discussion. Higher cognitive questions increase the quantity of pupil participation and improve the quality of pupil answers.
6. Probing: Probing involves a series of teacher questions addressed to one student and designed to move the student's initial response toward a more adequate answer. The three probing techniques include:
 - a. Prompting - a series of hints used to help a pupil who has a weak or an incorrect answer.
 - b. Seeking Further Clarification - used when the teacher wants to extend a partially acceptable answer.
 - c. Refocusing - used to request the pupil to relate a completely acceptable answer to another topic.

*Material developed by Memphis CLUE program, 1974, used in a pre-service workshop, Lake Charles, Louisiana, August, 1975:

Adapted from Effective Questioning - Teachers Handbook, Far West Laboratory for Educational Research and Development, MacMillian Educational Services, Inc.

DEFINITION OF VALUE CLARIFICATION

Value clarification is a discussion which provides an opportunity for the child to examine and clarify values. These values may already be a part of his own or his family's value system or may lead to the development of the child's own system.

DEFINITION OF BRAINSTORMING TECHNIQUE

Brainstorming is a procedure used to generate a large number of responses in order to increase the child's level of fluency.

Guidelines for using brainstorming:

1. Present an object, word, or situation to the class.
2. Encourage every student to verbalize all thoughts related to what has been presented.
3. Accept all responses without negative judgment.
4. Work for quantity.

LEARNING ENVIRONMENT
OF THE GIFTED/TALENTED CENTER

The classroom should be furnished and arranged in such a way as to promote the free exchange of ideas, encourage student participation, and be wholly responsive to the needs of the individual. It should complement individualized instruction, be spacious, less restrictive than the regular classroom, and more adaptable for changes.

Differentiated teaching techniques require use of specialized equipment systems; therefore, this should be a main consideration in planning a classroom for the gifted and talented.

The furniture should be compatible with individualized learning, variable grouping, and other innovative educational concepts. The design should include vertical and horizontal work areas, specialized storage component, space dividers, free standing and wall mounted storage cabinets and shelves, variously shaped tables, chairs and study desk, and carrels. Furniture should be lightweight and capable of being stacked, allowing learning areas to be quickly converted for more informal group activities.

Air conditioning and carpeted floors would insure quietness and maximum comfort.

FIELD TRIPS

1. Calcasieu Parish Museum
2. Lake Charles City Bus - Tour of City
3. Dairy
4. Grocery Store
5. McNeese State University - Music Department
6. McNeese State University - Art Department
7. School of Dance
8. Port of Lake Charles

RESOURCE PERSONS

PARENTS - Areas of Interest

Rock collector
 Cake decorator
 Chess
 Historical events
 Science
 Slide presentation - travel
 Reptiles and amphibians
 Surinam
 Woodcraft
 Rock collector

STUDENTS

Cellist
 Violinist
 Pianist
 McNeese Graduate Student
 Medical Student

COMMUNITY

Lake Charles Archeological Society
 McNeese University Music Department
 Calcasieu Parish Health Unit
 Native German
 Retired school teacher
 CODIFIL Consultant
 Baton and gymnastics instructor
 Retired telephone employee
 Taxidermist
 Biology teacher
 KPLC - TV
 Jewish religion

This material is appropriate for use as a handout at the parent-teacher orientation meeting and/or the first parent-teacher conference.

FOR PARENTS OF GIFTED AND TALENTED CHILDREN*

Parents may need continuing help in understanding and providing for their gifted children. Accordingly, teachers encourage parents to talk about the home behavior of their children, and teachers in turn want to share the performance of these children at school with parents. This close cooperation of the home and the school is an important factor in helping gifted children to use and develop their abilities.

What Are Gifted Children Like?

From early childhood gifted children give indications of superior intellectual ability. These children may walk and talk at an earlier age than other children, and in other ways indicate they are more advanced for their age; they are more alert, and learn quickly. On tests of scholastic aptitude these children score markedly above average.

Characteristics of gifted children which may be observed in relation to other children are:

1. A longer attention span
2. A persistent curiosity
3. A desire to learn and the ability to learn rapidly
4. A good memory
5. An awareness and appreciation of people and things
6. An ability to solve problems
7. A tendency to prefer the companionship of older children or adults

Gifted children will not possess all of the above characteristics to the same degree, but will evidence most characteristics to a greater degree than other children.

Underachieving pupils are a major concern of the home and the school. These pupils often lack interest and motivation for academic subjects. For motivation of achievement it is desirable to identify pupils with ability at an early age and plan carefully for their education.

Special Abilities and Talents.

All pupils may have talents in areas other than the academic field - - areas such as art, music, social relations, leadership, mechanical ability, and athletic skills. Creativity is a special ability which has received increased attention in recent years. Pupils may be outstanding in some areas and average or below average in others. The identification of pupils

with special abilities and talents and making adequate educational provisions for them are important factors in schools throughout the state.

What Can Parents Do To Help?

Parents share with the school an important responsibility in helping their children to achieve their maximum potential. Some of the ways in which parents can supplement and extend the school program are:

1. Share an interest in reading with your children - read to them and discuss with them the books they are reading. Be sure they have a library card and have the opportunity to use it often.
2. Encourage originality - help children make their own toys, projects, or models from wood, clay or other materials which may be available.
3. Encourage questions - help your children find books or other sources which provide answers rather than attempting to answer all questions yourself.
4. Stimulate creative thinking and problem solving - encourage children to try out solutions without fear of making mistakes. Help them to value their own thinking, learn from their mistakes, and encourage them to try again.
5. Foster good work habits- help children to plan their work and then be sure they complete their plan. This applies to daily tasks at home and in the community as well as school work.
6. Find time for the family to talk together about many different things - help your children work toward expressing themselves better.
7. Take trips together to places of interest - to museums, exhibits, fairs, government and community agencies.
8. Encourage a variety of experiences - help your children to become interested in many activities and develop hobbies.
9. Allow for some free time - to encourage your children to wonder, to engage in reflective thought, and to appreciate the world around them.
10. Be a real companion to your children - explore and share each other's thinking. Enjoy your children and help them to remember their childhood with pleasure.

"I know my child is gifted," said one wise parent, "but he is first of all a child." This parent recognized the child's need for play and outdoor exercise, for creative activities, and for relationships with other

children, as well as for intellectual opportunities. Emotional development takes time; the gifted child often progresses more slowly in emotional than in intellectual development. In mechanical things, too, the gifted child may become impatient with his relatively slower progress, although he may be average or even superior in eye-hand coordination as compared with other children. The wise parent recognizes that a bright child has emotional, social, and physical needs, just as other children do; he is concerned with all the interrelated aspects of his child's development.*

*Strang, Ruth, Guideposts for Parents of Gifted Children, (New York: Bureau of Publication, Teachers College, Columbia University, 1958), p. 1.

Presented by William Vassar at a Gifted Education Workshop at McNeese State University, Lake Charles, Louisiana, on January, 1976.

The following books which may be of interest to parents are available in the public library:*

Brumbaugh, Florence N. and Roscho, Bernard. Your Gifted Child: A Guide to Parents. New York: Hery Holt & Co., 1959, p. 177.

This book will be of help in the early identification of gifted children and making adequate provisions for them. The importance of a good beginning in the early years is stressed. Guidelines are given for parent-school cooperation.

Cutts, Norma E. and Moseley, Nicholas. Bright Children: A Guide to Parents. New York: G. P. Putnam's Son, 1953, p. 237.

Parents may find this book helpful in understanding children's ability. Many suggestions are included for helping gifted children at home.

Strang, R. M. Helping Your Gifted Child. New York: E. P. Dutton, 1960, p. 270.

Primarily a book for parents; however, this book discusses all phases of the preschool, school, and adolescent gifted pupil. Included are characteristics, needs, and problems of gifted pupils, case studies, and suggestions for activities.

*Prepared by Connecticut State Department of Education, presented by William Vassar at a Gifted Education Workshop at McNeese State University, Lake Charles, Louisiana, January, 1976.

SOURCES FOR PARENTS OF GIFTED CHILDREN

Ames, Louise Bates and Joan Ames Chase. Don't Push Your Preschooler. New York: Harper and Row, Publishers, 1974.

*This book will help parents understand both child behavior in general and their own child in particular. It gives specific advice about ways to help the young child know himself.

Cutts, Norma and N. Mosley. Bright Children: A Guide for Parents. New York: Putman's, 1953.

Fine, Benjamin. Stretching Their Minds. New York: E. P. Dutton and Company, Inc., 1964.

*This is a book for parents, educators, or students on the education of the gifted. It explores the plight of America's gifted children, what is and is not being done for them, and describes the SANDS POINT COUNTRY DAY SCHOOL.

Gowan, J. C., "Suggestions for Parents of Able Children". San Fernando Valley State College, Northridge, California. (Found in the Louisiana State Department Program for Gifted Children).

Grost, Audren. Genius in Residence. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

*The true story of a typical American family faced with the challenge of raising a child prodigy.

Hughes, Felicity. Reading and Writing Before School. New York: St. Martin's Press, 1971.

*Those concerned with the very young will find a wealth of ideas, insights, and advice in this book. In preparing this guide, Mrs. Hughes used Glenn Doman's method which is outlined in his best selling book, TEACH YOUR BABY TO READ.

Martinson, Ruth and Jean Delp. The Gifted and Talented: A Handbook for Parents.

Maynard, Fredelle. Guiding Your Child To A More Creative Life. Garden City, New York, 1973.

*In this book ways are proposed in which parents can keep alive a child's vivid creative spirit (the urge to learn and to grow) with which the child is born. Presented is a coherent guiding philosophy and a multitude of specific suggestions.

Sources for Parents of Gifted Children - Cont.

- National Clearing House for the Gifted and Talented
1920 Association Drive, Reston, Virginia: Phone - (703)-620-3660.
- National Education Association of the U. S. "A Briefing for Parents:
Your Child's Intelligence". Washington, D.C.
- Niles, C. C. "Gifted Children" in L. Carmichael, ed., Manual of Child Psychology, New York, John Wiley, 1954.
- Oswalt, Edna. The Role of the Parent in the Educating and Training of the Mentally Superior Child. Kent State University Press, Kent, Ohio, 1951.
- Ross, Alan C. The Exceptional Child in the Family. New York: Grune and Stratton, 1964.
- Sparkman, Brandon and Ann Carmichael. Blueprint for a Brighter Child. McGraw-Hill Book Company, 1973.
- Strang, Ruth. Helping Your Gifted Child. New York:Dutton, 1961.
- Terman, L. M. and M. H. Oden. Gifted Child Grows Up. Stanford U. Press.
- Coffey, Kay, Gina Ginsberg, Carrol Lockhart, Delois McCartney, Carol Nathan, and Keith Wood. Parentspeak on Gifted and Talented Children. Ventura Country School System, California, 1976.

S P A R K

Family Information Sheet

Date _____

1. Child's name: _____

2. Date of birth: _____

3. Address: _____

4. Telephone: _____

5. Parent's name: FATHER - _____

☐ Separated ☐ Remarried ☐ Deceased

MOTHER - _____

☐ Separated ☐ Remarried ☐ Deceased

6. Parent's education:

FATHER:

☐ Elementary ☐ High School ☐ College _____ (Years
or
Degree)

MOTHER:

☐ Elementary ☐ High School ☐ College _____ (Years
or
Degree)

7. Parent's occupation:

FATHER _____ Business Phone _____

MOTHER _____ Business Phone _____

8. Child lives with _____

9. Brothers' ages _____

Sister's ages _____

10. Grandparents living Yes ☐ No ☐
 Residency location of grandparents: _____
 Is child with grandparents?
 Often ☐ Only short visits ☐
 Explain if necessary: _____

11. Travel experiences: Briefly list major trips (cities, etc.)
 and means of travel (plane, car, train,
 camper, etc.)

1.
2.
3.

12. Machines in home:

Mark yes or no. Put a ☒ check by ones child is
 able to operate.

- | | |
|--|---|
| 1. Radio _____ ☐ | 7. Dishwasher _____ ☐ |
| 2. T V _____ ☐ | 8. Vacuum _____ ☐ |
| 3. Stereo _____ ☐ | 9. Projector _____ ☐ |
| 4. Tape Player
-recorder _____ ☐ | 10. Carpenters'
tools _____ ☐ |
| 5. Washer _____ ☐ | 11. Mechanics _____ ☐ |
| 6. Dryer _____ ☐ | 12. Others: (List) |

13. Musical instruments in home

1. _____ 2. _____ 3. _____

14. List people in family that can play these musical instruments.

15. Is child taking private music lessons? ☐ Yes ☐ No

Explain: _____

16. Briefly describe the health of the child as:

Good ☐ Excellent ☐

List allergies requiring treatment.

17. Describe any unusual illness or condition of other members of family that requires special attention.

18. List any special interests or talents of child.

19. List any fears of child.

20. Is reading a favorite pastime of parents? ☐ Yes ☐ No

List newspapers, magazines and books that come to your home regularly.

Do parents use the public library? Yes ☐ No ☐

Does the child use the public library? ☐ Yes ☐ No

Does the child own books? few ☐ many ☐

21. Briefly describe how your child spends his out-of-school hours. Include family activities, games, TV, friends, and alone.
22. Do you consider any other child in this family as gifted?
Yes ☐ No ☐
- Enrolled in SPARK program? Yes ☐ No ☐
23. Would you be able to be a resource person or provide one for our classroom? Yes ☐ No ☐
Specify area of interest _____
24. Could you provide transportation for a local field trip?
☐ Yes ☐ No
25. Could your child read prior to entering Grade 1?
Yes ☐ No ☐

STUDENT NOTEBOOKS AND FOLDER

PURPOSE:

Using notebooks and a folder as a place to keep student's work
 To develop the concept of the importance of record keeping
 To provide parents and other interested persons the opportunity
 to see a collection of a student's work
 To introduce the concept of a diary

CONTENT:

- 1 small composition book
- 1 large composition book
- 1 manila folder

PROCEDURE:

Small composition book: Introduce the concept of a diary. Through group discussion develop the idea of a SPARK diary. Teacher gives directions for recording the first entry in his diary.

Example: SPARK started on (date). This is ME:

The child draws himself. He may decorate the word SPARK. He may write any words or phrases to describe his feelings about himself and his SPARK class.

Subsequent use of the child's SPARK diary would be determined by the teacher and the student. The student may cover the front of his diary with his choice of art materials.

Large composition book: This notebook may be used to keep students work as follows:

- 1) written work from any curriculum area
- 2) individual research reports
- 3) a name tag collage that represents his likes, feelings, family values, etc.
- 4) holiday art activities
- 5) creative writing, individual and class
- 6) illustrations

The student may decorate the cover of this notebook.

Manila folder: This will serve as the student's art folder. It will contain examples of the following:

- 1) tempera painting
- 2) cray-pas drawings
- 3) water color paintings
- 4) oragami
- 5) collage
- 6) roller printing
- 7) quilling
- 8) chalk drawings
- 9) art designs
- 10) crayon illustrations
- 11) crayon resist

THE SPARK PROGRAM

I. SPECIAL FEATURES OF THE SPARK PROGRAM

- A. No textbooks
- B. Teacher develops the curriculum based on student interests
- C. Students in program by choice
- D. Students, parents, and faculty evaluate the program

II. THE CURRICULUM

- A. Brain teasers (Sparklers)
 - 1. Develop thinking skills
 - 2. Challenge through fun-like activities
- B. Logic
 - 1. Challenge through logic elimination problems, sentence logic, and symbolic logic
 - 2. Improve reasoning ability
- C. Group Discussions
 - 1. Allow for development of discussion skills
 - 2. Allow for group interaction
- D. Micro-units
 - 1. Develop interest in new topics
 - 2. Broaden interest in old topics
- E. Values Clarification Activities
 - 1. Learn about self and others
 - 2. Learn to understand self and others
- F. Group Interaction Activities
 - 1. Learn to work with others in groups
 - 2. Learn skills involved in decision-making
- G. Creative Activities
 - 1. Learn to generate a number of ideas - fluency
 - 2. Learn to probe ideas in different categories - flexibility
 - 3. Learn to develop new ideas - originality
 - 4. Learn to add on to an idea to make it better - elaboration
- H. Field trips and Resource Persons
 - 1. Provide first-hand, out-of-school experiences
 - 2. Provide enrichment
- I. Research
 - 1. Learn about various means of gathering information
 - 2. Learn about different kinds of research
 - 3. Learn how to use research in micro-units and projects
- J. Independent Projects
 - 1. Develop independence
 - 2. Study in-depth area of special interest

III. BENEFITS OF THE SPARK PROGRAM

- A. Develop thinking skills
- B. Learn to work with others
- C. Provide challenge
- D. Develop better self-image
- E. Develop specific skills in various areas of the curriculum
- F. Develop and nurture talents

SPARK PRIMARY CURRICULUM

Each child will have experiences in these areas of curriculum:
(minimum each week)

- Two (2) Language Arts - reading and listening to stories and poems; creative writing; creative art; dramatizing; taping own stories and discussions
- One (1) Science Experience - microscope; study prints experiments; books; cassettes
- Two (2) Music Lessons - Orff instruments; Silver Burdett books and recordings; body responses; rhythms
- One (1) Social Studies Activity - study prints (discussions); peoples of world; globe; maps; Great Americans; U. S.; world; our relationships with other people; careers; self-awareness and each individual's place in social world
- Two (2) Books Alone - (may be book and recording)
- Two (2) Brainteasers or Mind Stretcher Activities
- One (1) Art Lesson or Project Work - explore media of many varieties; famous art prints; studying color and color mixing; textures
- One (1) Math or Critical Thinking Activity - sorting; categorizing; measuring; comparing; using sets and numbers; graphing; games ("Score-four", "dominoes", Rack-O, "math bingo", puzzles, etc.)

In addition, we have resource persons and field trips at various times.

SPARK SCHEDULE OF CLASSES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 - 10:45	8:15 - 10:45	8:15 - 10:45	8:15 - 10:45	8:15 - 10:45
GROUP I	GROUP III	GROUP II	GROUP IV	INSERVICE CURRICULUM DEVELOPMENT
12:45 - 2:45	12:15 - 2:45	12:15 - 2:45	12:15 - 2:45	12:30 - 3:00
GROUP II	GROUP IV	GROUP I	GROUP III	CONFERENCES Parents Teachers

LEARNER GOALS FOR THE
LANGUAGE ARTS CURRICULUM AREA

LANGUAGE ARTS

1. To support the child in his growing appreciation of literature and language.
2. To guide the child into the inquiry of how language works, both oral and written.
3. To help the child develop an aesthetic awareness of language.
4. To provide activities which allow the child to utilize his basic language and reading skills.
5. To encourage the child to use his oral and written language skills creatively.
6. To continue to develop an awareness and knowledge of past and present contributions in the area of language.
7. To recognize the child with unusual talent and to encourage further specialized opportunities.

LANGUAGE ARTS CURRICULUM

SOUNDS OF LANGUAGE READERS

by Bill Martin, Jr.

Holt, Rinehart, and Winston, Inc.
Levels 1-13

1. Sounds I Remember
2. Sounds of Home - with cassettes
3. Sounds of Numbers - with cassettes
4. Sounds of a Hound Dog
5. Sounds Around the Clock - with cassettes
6. Sounds in the Wind
7. Sounds of a Powwow - with cassettes
8. Sounds of Laughter - with cassettes
9. Sounds After Dark
10. Sounds of a Storyteller
11. Sounds of a Mystery
12. Sounds of a Young Hunter
13. Sounds of a Distant Drum

Rationale for using the Sounds of Language Readers in a Primary Gifted Program:

"The Sounds of Language" program is designed to enhance a child's use of language as a speaker, a listener, a writer, and a reader, and to give teachers both the opportunities and the skills for bringing dimensions into the teaching of reading that conventional programs have precluded.

The pupil texts are a collection of stories, poems, songs, essays, pictures, and paintings that celebrate the human yen for beauty, excitement, drama, well-being and pleasure."

A quote from an annotation on the title page of the teacher's edition of Sounds I Remember.

SPECIAL PRACTICE BOOKS

Scott-Foresman and Company

(Levels 3, 4 and 5 - Sets A and B;
Level 2 - Set A)

Practice books are leaflets containing one story each, grouped by levels. The stories cover a wide range of topics.

The following are suggested ways of using the practice books:

1. Provide the practice books and allow the student to choose one which he can read.
 - a. read the book alone or with a partner
 - b. read the book to the teacher or tell her about the story after he reads it silently
 - c. tape his oral reading of the book
2. Allow the child to do individual research related to the topics of his book.
3. Provide the beginning experience of writing a book report (in child's composition book).

TONGUE TWISTERS

PURPOSE:

To be used as a beginning activity in each class, providing an experience of group interaction

To develop a trust of other individuals within the group

To develop sound discrimination

SUGGESTED TIME: (no specific)

PROCEDURE: (group discussion)

Say this for the class: "Peter Piper picked a peck of pickled peppers . . .". Why could this be called a tongue twister? What sound do you hear over and over as we say that tongue twister? Will someone write on the board the letter that stands for that sound. Teacher writes the "Peter Piper" tongue twister on the board. Have children say familiar tongue twisters that they may have heard.

Activities: (originality)

- 1) Ask each child to create an original tongue twister and say it for the group. Children and teacher record each tongue twister on a separate paper and pin them all on display around a clown poster.
- 2) Children may draw pictures to illustrate their tongue twisters. Illustrations may be displayed near the poster.
- 3) Ask the children to make up another tongue twister after they leave today and share it the next time they come to SPARK.
- 4) The collection may be added to throughout the year.

EXTENDED ACTIVITY:

The following similar tongue-twister activity may be used with or separate from the above:

The child is asked to make a tongue twister which has every word beginning with the same letter, as "Sally sells sea-shells". This kind of tongue twister should move from a few words to many words as the year progresses. The child may receive aid from any person at school and home. At the end of the year, the teacher may choose to have a small reward for the tongue twister that has the most words. (learning the skill of positive individual competition as a member of a group)

MATERIALS:

clown poster with long strip of grocery tape, slightly twisted,
for a tongue

pencils

paper

mark-a-lots

crayons

MOTTOS

PURPOSE:

- To further develop the child's positive self-image
- To promote a feeling of respect for others
- To aid in the development of an appreciation for a well-known phrase or poem as part of a literary heritage
- To acquaint the child with famous authors, past and present
- To aid in the development of the child's basic research skills

CONTENT:

Mottos used in the SPARK classroom are taken from: books, poems, stories, famous sayings, songs, and creative sentences by the child.

PROCEDURE:

The following poem is used to introduce and define the word motto to the class. It is printed on chart paper, laminated, and placed on a bulletin board. It remains on this board the entire school year. The teacher and students make reference to it as needed to reinforce its idea.

"Who can say more than this rich praise,
that YOU alone are YOU?"

William Shakespeare

Each week thereafter, SPARK has a new motto. The students discuss and learn the motto. It is put on sentence strip or poster paper and taped to the wall of the room or hall to remain all year. Mottos may be contributed by the teacher or the student.

The following are mottos that may be used:

- 1) "It takes a lot of slow to grow."
- 2) "Have a happy day, WORLD!"
- 3) "I love you!"
- 4) "In God is our trust."
- 5) "Love is something, if you give it away, you end up having more."
- 6) "Give me liberty or give me death." (Patrick Henry)
- 7) "Love makes the world go 'round."
- 8) "If you see someone without a smile, give him one of yours."
- 9) "Spread sunshine all over the place, just put on a happy face."

- 10) "ME
As long as I live
I shall always be
Myself - and no other
Just me." Walter de la Mare
- 11) "Children are world treasures."
- 12) "A day without MUSIC is like a day without SUNSHINE."

EXTENDED ACTIVITIES:

- 1) Let the class decide creative ways to display a motto, designs, etc.
- 2) Choose a motto. Clap the rhythm of the phrase. Use classroom musical instruments to create a melody for the motto. Use classroom percussion instruments to accompany the motto's rhythmical pattern.
- 3) Research the author of a motto, as William Shakespeare and Patrick Henry.
- 4) Provide a reference book for the classroom that contains famous quotations.
- 5) Write a poem-motto on tagboard, as Number 10 above. Let each child draw himself on the tagboard.

EVALUATION:

Teacher observation of the ability of the child to relate to a motto, to contribute a motto, and to recall and make reference to a motto.

At the end of the year, each child must copy a specific number of the mottos in his diary or large composition book.

MATERIALS:

Sounds of Language Readers, Levels 1-13
reference books
sentence strips
tagboard
construction paper
marks-a-lot pens

READING AND WRITING

PURPOSE:

- To increase the child's ability to read orally and silently
- To value traditional rhymes in literature
- To recognize sequence and rhythmical patterns in a rhyme
- To link writing to reading
- To develop the basic concept of the words author and illustrator

SUGGESTED TIME: (30 minutes)

CONTENT:

Textbook: Sounds I Remember

PROCEDURE: (whole group)

- 1) Teacher introduces the text (name, cover, etc.)
- 2) Class reads silently, orally, individually and/or as a class each rhyme from pages 11-27.
- 3) Group discussion activity:
Guide the class to change key words within a rhythmical pattern (elaboration, originality)
- 4) Written activity:
Using pages 18-27 each child is asked to rewrite and/or illustrate 2 or more phrases of this rhyme, changing key words. Encourage use of words other than expressed in No. 3 above. (elaboration, originality)

EVALUATION:

- 1) Teacher observation; teacher check of written activity with no rejection of originality of phrasing
- 2) Written worksheet is dated and stapled in child's composition book (permanent record)

MATERIALS:

Sounds I Remember text, Sounds of Language series, Holt, Rinehart, and Winston

lined primary tablet

pencils

crayons

mark-a-lot

The following sources may be used in the above manner for further extension of learnings:

- 1) Use the Sounds I Remember cassette for individual listening and reading
- 2) Pages 42-45 in Sounds I Remember provide an opportunity for more advanced written work (change two key ideas in a phrase)
- 3) Sounds of Numbers text, pages 10-11
- 4) Sounds of a Hound Dog text, pages 36-41
- 5) Use of a tape recorder in any of the above activities instead of written expression

LANGUAGE

PURPOSE:

To further develop the skill of listening to learn about a word that has meaning outside of the context of a story

To develop beginning basic reference skills

To further develop expressional fluency as a member of a group

To gain knowledge of an author's development of a main character as a basis for a series of books

To verbalize and illustrate the word curious

SUGGESTED TIME: (30 minutes)

CONTENT:

Curious George, book and record

PROCEDURE: (whole class)

- 1) Class listens to recording while teacher shows the pages of the book
- 2) Group discussion activity:
the story; the character "Curious George"; the word curious
- 3) Use several kinds of dictionaries to locate the word curious. Read aloud each example found. (beginning basic reference skill)
- 4) Question: Name some words or things you are "curious" about (brainstorming - fluency)
- 5) Activity:
Illustrate and/or write something you named that you are curious about. Put a title - "I am curious" etc. (non-verbal and verbal application of creativity skills)

EVALUATION:

- 1) Child shares worksheet with class (group interaction)
- 2) Teacher observation of child's ability to perform assigned task using varied art materials (decision-making skills)
- 3) Worksheet is-dated, placed in composition book (permanent record)

MATERIALS:

book and record of Curious George
Scholastic
newsprint size paper
crayons
tempera
brushes on Q-tips
cray-pas
marks-a-lot
construction paper
scissors
glue

EXTENDED ACTIVITIES:

- 1) Any type of activity using dictionaries
- 2) Any series of book or stories developed around one main character (literary readiness, as mystery series)

A SPARK KINGDOM

PURPOSE:

- To provide an opportunity for the child to further develop the skill of beginning sound discrimination
- To develop verbal and non-verbal skills of creativity
- To provide opportunities for the individual to interact and contribute as a member of a group

SUGGESTED TIME: (20 minutes)

CONTENT:

(adapted from a child's idea)

Story: A King announces a decree for his kingdom: "There will be no more M words." What would be missing from his kingdom? (fluency) Encourage use of other consonants and allow individual children to develop this idea into an original story. (name the king, kingdom etc.)
elaboration, originality).

EXTENDED ACTIVITY:

As the child's phonetic skills develop, use this same framework to employ vowel sounds and blends.

The class may wish to illustrate a kingdom developed by the class or an individual. (group interaction, cooperation)

EVALUATION:

Teacher observation of the level of development of the child's basic phonetic skills, verbal and non-verbal.

Teacher observation of each child's ability to interact and contribute in a group situation.

MATERIALS:

- paper
- marks-a-lot
- tape recorder

WHAT IS BIG?

PURPOSE:

- To increase the child's ability to read silently and orally
- To develop the creative skills of expressional fluency and originality
- To develop the beginning concepts of comparisons of degree in size, color, shape, emotions
- To further develop basic reference skills
- To understand the concept of a continued story
- To introduce the word suffix

SUGGESTED TIME: (no specific)

CONTENT:

Textbook: Sounds of Numbers

PROCEDURE: (whole class)

- 1) Class reads the two stories - What Is Big, Part I and What Is Big, Part II, individually (silent reading) and/or as a group (oral reading).
- 2) Group discussion (brainstorming):
 Brainstorm the word "big". (what is big, bigger, etc.) Guide the class to orally rewrite a story in sequence of degree (big, bigger, biggest). Brainstorm other words that compare size, color, shape, emotions (small, round, dark, scary). As a class, develop one of each category into a story with a pattern of degree (introduce suffixes - er, est). The teacher may record one story on a chart or use the tape recorder for the class to record the story. Illustration may be added to a story written as a class. Individually, each child may write and illustrate a story in the same manner. These may be shared with the class also. Encourage the child to use dictionaries for locating words, spelling, etc.

EXTENDED ACTIVITIES:

The following examples of books and materials may be used to extend and reinforce the learnings as stated in the above lesson:

- 1) Cassettes for the Sounds of Language readers
- 2) A beginning thesaurus: In Other Words, Scott Foresman
- 3) Sounds of Home, pages 30-36

- 4) Sounds of a Hound Dog, pages 80-81
- 5) Sounds Around the Clock, pages 26-33
- 6) Record-book companion: The Bigger Giant, Scholastic

EVALUATION:

Teacher and student observation of non-verbal and verbal responses during group discussions and extended activities

Child's worksheet is dated and placed in composition book (permanent record)

MATERIALS:

Sounds of Language readers and cassettes, Holt, Rinehart, and Winston

The Bigger Giant, record-book companion, Scholastic

In Other Words, Scott Foresman

dictionaries

lined primary tablet

lined tagboard

pencils

crayons

marks-a-lot

FABLES

PURPOSE:

- To provide opportunities for listening to stories from the past
- To learn the meaning of the word fable
- To develop an understanding of how cultures used fables to teach values
- To acquaint children with fables from different cultures and some contributors

SUGGESTED TIME: (six weeks)

CONTENT:

A fable is a fictitious story meant to teach a moral lesson. The characters are usually talking animals.

The moral of many fables is stated at the end of the story. In others, the reader is left to decide what the moral must be.

Some of the oldest fables are credited to Aesop, a Greek slave who lived about 600 B.C. Other fables originated in many other countries. The materials used in the SPARK classroom contain Greek, Chinese, African, Indian, French, and American fables. The French poet, Jean de la Fontaine, wrote a famous series of Fables in verse in the 1600's. Joel C. Harris' Uncle Remus stories, written in America from 1880 to 1905, are much like fables as are the Uncle Wiggly stories.

PROCEDURE:

- 1) Tell Aesop's "The Lion and the Mouse" to the children (from Childcraft, pages 82-83, Volume 2, 1966 edition). Using reference books in the classroom, research with the children the meaning of the word fable. Ask the children for example of fables.
- 2) Show to the class the sound filmstrip "Adventures of Little Skunk. Have a discussion of Little Skunk's trouble and whether or not his behavior was apt to change after his punishment. (value clarification)

EXTENDED ACTIVITIES:

- 1) Allow the children to dramatize a fable to provide an opportunity to understand the lesson of the fable.
- 2) Acquaint the children with fables from their own country. (American Indian stories, Uncle Remus, and Uncle Wiggly stories)

- 3) Invite a grandparent to tell a fable to the class.
- 4) Children may individually research fables and contributors of fables.
- 5) Ask each child to show a learning about fables through written or art expression to be placed in his diary, large composition book or art folder.
- 6) Children may write original fables.

EVALUATION:

Children will be able to define the word fable.

Children will demonstrate the ability to compare fables from different countries.

Children will name at least one contributor of fables.

Through written or art expression, children will show a learning about fables.

MATERIALS:

Childcraft, Volume 2, 1966 edition

World Book Encyclopedia, Volumes A and F, 1966 edition

Compton's Precyclopedia, Volume 1, pages 8-11

Animal Fables, set of 6 filmstrips and cassettes (Coronet)

Paperback books: Tiki Tiki Tembo - by Arlene Mosel (China)
The Peacock and the Crow - by Ann Kirm (China)
The Adventures of Spider - by Joyce Cooper Arkhurst
 (Africa - Ghana)
 (Scholastic Book Services)

The Blind Man and the Elephant - retold by Lillian Quiqley (India)
 (Educational Reading Services)

Sounds of Laughter, story: "The Tiger, The Brahman and the Jackal"
 (India) (Holt, Rinehart, and Rinston)

FOLKTALES

PURPOSE:

To use folktales to acquaint children with literature and broaden their knowledge about literature that is their "rightful cultural heritage".

Through the use of folktales, to develop positive attitudes toward reading

To define folktales

To give children the opportunity to deal with emotions in a safe way

SUGGESTED TIME: (use throughout the year)

CONTENT:

Teacher's guide to: Fun With Folktales

PROCEDURE:

Discuss and define folktales. Make a list of the children's favorite folktales, and have each child tell why a certain folktale is his favorite. Then share an unfamiliar folktale such as "The Monkeys and the Water Monster" with the children.

EXTENDED ACTIVITIES:

Research a different folktale and share it in class.

Divide the class into groups and let each group illustrate in frames their favorite folktale.

Compare folktales and fables.

A Folktale Festival:

After children have had a chance to read and enjoy many folktales, invite them to play the game, "Which book does not belong?"

Choose four books - three folktales and one science book. Arrange them along the chalk tray and ask children to tell you which book does not belong with the others.

Repeat the quiz, choosing three different folktales and a biography.

A Mobile:

Each child makes a drawing of a favorite folk character.

Mount the drawings on tagboard, and have the artists cut around the figure.

Cut several lengths of string (make varying lengths) and give one string to each child. The child tapes one end of the string to the top of his figure.

Tie figures to a wire hanger and hang the mobile from a convenient place, low enough for the children to see.

Other art projects for the Folktale Festival:

Make a diorama depicting a scene from a folktale.

Paint a mural that tells a story.

Create a gallery of clay and/or paper figures of folktale characters.

Folkword puzzles.

Guess Who? (matching games)

Puppet presentations.

MATERIALS:

Folktale Books

shelf paper

crayons

paint

construction paper

glue

scissors

hangers

string

clay

puppet material (old sacks, paper bags and trimming materials)

WUZZLES

PURPOSE:

Using an art activity as a vehicle to development of non-verbal skills of creativity

Reproducing an outlined form of a letter of the alphabet

SUGGESTED TIME: (20 minutes)

CONTENT:

Textbook: Sounds of Numbers

Definition: a wuzzle can be any kind of word puzzle, written or drawn

PROCEDURE: (whole group)

- 1) Following the singing and reading of pages 34-39, brainstorm other words that lend themselves to similar elaboration, as: bus, car, flag, etc.
- 2) Child chooses one word from brainstorming activity. He draws the outlined form of the letters in the word. Inside each letter, pictures are drawn to illustrate the meaning of the chosen word, as: bus can show many kinds of buses; wheels may be put on the letters to show one large bus, etc.
- 3) Place all wuzzles on and around a poster that has a funny cartoon - like character named "Wuzzle" (adapted from Scholastic book entitled Wuzzles)

EVALUATION:

Teacher and student observation of all wuzzles (group interaction)

MATERIALS:

art and/or colored construction paper, 9" X 12"
pencils
crayons
marks-a-lot
cray-pas

WUZZLES

PURPOSE:

To use Wuzzles to find hidden words

SUGGESTED TIME: (no specific)

CONTENT:

Find words you know.

gomxu
tstopt
myouy
mother
baby
kmart

Find animal names.

yxcowrt
odogoox
catmotc
ttbeart
pigomva

Find the toys.

ttbatb
rballl
urcaro
cdollic
kgunk

Find words for people.

bboylady
dgirlme
bndaddy
oonrman
yaebaby

Words for things in this room.

eurug
sxsbox
window
ghdesk
sinkni
vadoor
gwallt

Find number names.

thtenofseven
fourartisixrr
leninetwothi
threeefivezt
aeightreone

Find foods we eat.

gvriceoi
oapplehr
fomeatsg
dbreadkj
gravygvo
ycandyth
hchicken

PROCEDURE:

- 1) Teacher writes one of the Wuzzles on the board. Interested children will underline the word hidden in each line or row of letters.
- 2) Children might create other Wuzzles on the board or on paper for their classmates to decode.

MATERIALS:

chalk
paper
pencils

MORE WUZZLES

PURPOSES:

Using a wuzzle to provide an opportunity to use the dictionary and thesaurus

SUGGESTED TIME: (no specific)

PROCEDURE:

Write the following on the blackboard in manuscript:

Unscramble the letters below and you will find fourteen words - all similar in meaning to "smart and snappy". To get started the first letter is underlined.

1. matrs
2. trale
3. ckqui
4. phsra
5. hgrbit
6. ittyw
7. ppyans
8. veclre
9. hsdwer
10. tnegilletni
11. edtnopi
12. neek
13. gnilkspar
14. veail

Answers: smart, alert, quick, sharp, bright, witty, snappy, clever, shrewd, intelligent, pointed, keen, sparkling, alive

The students may use dictionaries and the thesaurus to solve the wuzzles. They may write other lists of wuzzles that mean "hot", "cold" etc. (originality). An individual child may choose to copy the solutions to the example given and put it in his composition book (permanent record).

MATERIALS:

dictionaries, student and adult

A Beginning Thesaurus: In Other Words, Scott Foresman
lined primary tablet
pencils

WRITING ACTIVITY - WHERE AND WHAT?

PURPOSE:

- To provide a writing activity which will help to develop the child's ability to group things according to a common attribute
- To develop ideational fluency
- To experience group interaction

SUGGESTED TIME: (no specific)

PROCEDURE:

The teacher has written titles selected from the following list on individual strips of paper.

1. The refrigerator
 2. The trunk of a car
 3. A boy's pocket
 4. Your closet
 5. A lady's purse
 6. A pond
 7. A teacher's desk
 8. A shopping cart
 9. A dishwasher
 10. A father's tool box
 11. A camper packed for a trip to Toledo Bend
 12. A clothes washer
 13. A mailbox
 14. A lady's make-up kit
 15. The cabinet under the kitchen sink
- 1) The individual work should involve only three or four children in one SPARK session. The group will then work with this number of lists in that session.
 - 2) The three or four children are each given a title strip. The child is to keep his title a secret and write down every item he can think of which could be found in the place his title names. The teacher gives spelling help if asked and encourages fluency.
 - 3) When the lists are completed, the entire group gathers in a circle. As a child reads his list aloud, the group decides where all the items could be found together. The child tells the group when they have discovered his title. A child may challenge a doubtful item on the list and the writer has the responsibility to justify its inclusion.

- 4) The group may orally make additions to the list. The teacher writes down the additions.
- 5) Proceed to another list if the group interest indicates.

EVALUATION:

Children and teacher make observations of length of the list of an individual before and after the group members have made additions. Discuss the merits of fluent thinking.

MATERIALS:

prepared title strips
pencils
writing paper

SPARK ALPHABET

PURPOSE:

- To begin to develop the basic skills necessary to use a dictionary
- To improve the ability of the individual to work as a contributor in a group activity
- To recognize a pattern in a word

SUGGESTED TIME: (no specific)

CONTENT:

adapted from an activity developed by Dr. Walter Barbe

PROCEDURE:

Brainstorming activity:

- 1) Show a chart that has the alphabet written in lower case manuscript with double letters as: aa
bb
cc etc.
- 2) Directions: Think of words that have this letter pattern, as bubble. You may write the remaining letters of that word. Place the chart in the room and continue this procedure until the SPARK alphabet is complete. Encourage the child to consult any type of student and adult dictionaries in the classroom or at home. (May never locate a qq word!)

MATERIALS:

long, narrow sheet of tagboard or butcher paper
marks-a-lot (several colors)
student and adult dictionaries

BOOKS

1. Sounds of Language readers
Holt, Rinehart, and Winston
Levels 1-8, teacher's edition and student texts
2. Special Practice Books
Scott-Foresman Company
Level 2 (Set A)
Levels 3, 4, and 5 (Sets A and B)
3. Satellite Paperbacks
Holt, Rinehart, and Winston
Grade 1 package
Levels 1-8 (20 books with teacher's guide)
4. Early Childhood Book Collection
Scholastic Book Services
5. Four Season's Library K-3
Scholastic Book Services
6. Folktale Collection for Beginning Readers
Scholastic Book Services
7. Set of Monster Books
12 paperbacks, 1975 edition
Bowmar
8. Kid's Stuff: Reading and Spelling for the Young Child
by Collier, Forte, and MacKenzie
9. A Beginning Thesaurus: In Other Words
Scott-Foresman Company
10. Peter and the Wolf
Sorcerer's Apprentice
Fantasia Pictorial Series
Silver Burdett Company
11. Words I Like to Read and Write
Words to Read, Write and Spell
Harper and Row

12. You and Reading
How to Read Stories and Poems
From Skyscrapers to Squirrel Series
Harper and Row
13. Dictionary for Children
MacMillan Company
14. The Best in Children's Paperbacks K-3
Gateways to Reading, 1975
Educational Reading Services
15. Magic Circle Books
Ginn and Company
Levels 1-4
16. Precyclopedia
Volumes 1-15
Compton Company

BOOKS AND FILMSTRIPS WITH

RECORDS OR CASSETTES

Record-Book Companion Series:

1. "City Mouse, Country Mouse and Two Aesop Fables"
2. "Congo Boy"
3. "Curious George Rides a Bike"
4. "The Frog Prince"
5. "Indian Two Feet and His Horse/The Witch Next Door"
6. "Tikki, Tikki, Tembo"
7. "Rich Cat, Poor Cat"
8. "Selection From the Arrow Book of Poetry"
9. "The Bigger Giant"

Scholastic Book Services

Cassette-Book Companion Series:

1. "Charlie the Tramp"
2. "Indian Two Feet and His Horse/The Witch Next Door"
3. "Cricter/The Breman Town Musicians"
Scholastic Book Services
4. Now You Know About Animals
5 books with cassettes
Encyclopedia Britannica

Filmstrip and Cassettes:

1. Animal Fables
6 cassettes, 6 filmstrips
Coronet

MATERIALS

1. Flannel board
pellon and felt
2. Mind Expanders Box
Educational Insights, Inc.
3. Magazines:
Highlights for Children
National Geographic WORLD

Additional Selected Children's Library and Reference Books

4. Tape recorder and blank cassettes
Record player
Dukane cassette AV Matric

KID'S STUFF: READING AND SPELLING FOR THE YOUNG CHILD

by Collier, Forte, and MacKenzie

The following pages of Kid's Stuff are appropriate for use in a classroom for gifted first graders.

<u>Páges</u>	<u>Adaption</u>
1	group dynamics; brainstorming
4	
23,24	children make up rhymes
35	group dynamics
38,39	Numbers 4, 5, 7 .
41	
42	1, 2, 3, for all; 4 by choice
47-57	
59	
65	use variation; variation with reverse directions also
66-67	
73	Number 2 children write title; group dynamics
74	
85	
86	Correlate with map kit and Harper Row Reading series
88	Make more than one set; group activity; use Timer
137	Group dynamics - make cards, put in a manila envelope
152-156	
157	
175	Individual activity cards
177	
178	Small groups; group makes up a title, use Timer
179	More proverbs and sayings in back of Orff-Kodaly guidebooks

<u>Pages</u>	<u>Adaption</u>
185	Oral activity
193-194	Teacher provides landscape and several items; use butcher paper; color-code by classes for labeling; Harper Row dictionaries; child draws item and labels it.
	Continue until paper is filled
200	Brainteaser: change letters to correlate with Reading series; use addition and subtraction facts in place of letters.
204-205	
208-209	
215	Use picture as an "idea starter"
217-218	Only one class group per week on this project
232-233	Fold paper in 1/4's; draw a web
234-235	Feelings; emotions; do not color code cards on No. 4
236-237	Beginning research - find a poem; teacher provides only center word and one example - Wind; poem - "Who Has Seen the Wind?"
241-242	Teacher limits words to 3-4 as: gray, hat, mouse, found; child makes rhyme; illustrates
243	Oral exercise
245	Put words on board; stress correct punctuation; sentence begins with capital, etc; extend past given phrases, words
249	Oral or written
	Supply 3 objects; small group activity; share with whole class; class decides what objects were in bag from sharing, etc.
	<u>Example:</u> get-well card, picture of a child, etc.
	<u>Example:</u> balloons, invitation to a party, small plastic boy or girl
255-256	
257	Use with mature students or near close of school year
Appendix	Ideas

LEARNER GOALS FOR THE
SOCIAL SCIENCE CURRICULUM AREA

SOCIAL SCIENCE

DEFINITION: For the purpose of this curriculum guide the social science area will be defined as the body of knowledge known as the social sciences. That body of knowledge is classified and contained in these disciplines: sociology, economics, political science, history, geography, anthropology, and certain aspects of philosophy and psychology.

1. To expose the child to the body of knowledge and skills contained in the social sciences which will aid him in making informed decisions in an ever-changing world.
2. To provide experiences and opportunities for the child to increase his interest, enthusiasm and curiosity that contribute to his capacity to learn and continue to learn.
3. To foster the awareness that the family is the basic unit in all human societies, although its organization and size may vary from culture to culture.
4. To develop an awareness and appreciation of how different cultures played a role in developing America - past and present.
5. To encourage a feeling of world awareness.
6. To begin to develop the concept of the importance of man's resources, human and natural, and their relation to the world's economy.
7. To encourage the child to develop feelings of pride in, responsibility for, and loyalty to one's self, others, and one's country.
8. To begin to develop the value of work as the basis for bringing meaning to human existence.
9. To stimulate the formation of the child's own value system universally and culturally relative.
10. To emphasize the art or technique of inquiry as a tool for the child to use in decision making.
11. To make the child aware of the value of research and provide opportunities for the development of basic research skills.
12. To develop an understanding of certain principles about rules and laws, their function in society, and the obligations they impose on members of that society.

13. To provide an atmosphere conducive to the development of an appreciation to the beauty in life.
14. To foster a feeling of tolerance of the abilities and limitations within oneself and others.
15. Through community resources expose the child to ways that man may creatively use his leisure time.
16. To recognize the child with unusual talent and to encourage further specialized opportunities.

SOCIAL SCIENCE CURRICULUM

FAMILIES*

PURPOSE:

To develop the concept that the family is the basic unit in all human societies, although its organization and size vary from culture to culture

To understand that families change: their sizes increase and decrease

To learn that children need guidance and that parents usually provide it

To understand that we live on Earth, that Earth is shaped like a ball, and the globe is the model of the Earth

To learn that we live on the landmass of North America, the landmass is divided into three major countries, and our country is the United States of America

SUGGESTED TIME: (no specific)

CONTENT:

Textbook: Our Country

PROCEDURE: (whole class)

- 1) Use the teacher's guide as a basis of study of pages 1-7. Through group discussion of these pages begin to develop the concepts and learnings stated in the above purposes. Use selected activities from the guide to reinforce verbal learnings.
- 2) Other examples of books, materials, and topics to be used with or following the textbook are:
 - a) Filmstrip: Neighborhoods
(economics, sociology)
 - b) Sounds In the Wind, pages 14-21
(children of other countries; poverty; basic globe skills; emotions expressed by photographs; beginning research of a topic)
 - c) Sounds of Laughter, pages 130-151
(sociology, anthropology)
 - d) Sounds in the Wind, pages 76-83
(inner-city apartment dwelling) pages 22-33 (Mother)
 - e) Sounds of Home, page 37
(sister), pages 40-55, (Father - value clarification activity: brainstorm question, "What would your Daddy bring home?" Why that particular object?)
 - f) Examples for value clarification activities:

1. Sounds in the Wind, pages 166-191
(ethnic group; value of work)
 2. Sounds of Laughter, pages 178-195
(wisdom, emotions) - Brainstorm the words
"dark mountains" as emotional times in life.
Use the grandfather's quote on page 189 as a
motto for the class. Have each child record
the quote in his diary.
 3. Sounds of a Powwow, pages 210-221
(anger; color of anger, etc.)
- g) Sounds Around the Clock, pages 70-87
(family members), pages 36-45 (nicknames), pages 112-121
(neighbors)
 - h) Sounds Around the Clock (family dependence)
 - i) Sounds of a Hound Dog, pages 158-159 (brother)
 - j) Sounds of a Powwow, pages 170-177 (choices)
 - k) Country of Ghana (globe) book:
Spider, folktale of Ghana
 - l) Use family members of SPARK students as resource per-
sonnel (retired members, musicians, genealogy, histori-
cal information, travel, antiques, artists)
 - m) Book: Obadiah, the Bold (Quaker religion, chronometer)
 - n) Book: T. A. for Tots (transactional analysis - whole
class discussion, illustration of prinz, froze etc.)

EVALUATION:

Teacher observation of the individual child's verbal and non-verbal behaviors following initiated activities.

MATERIALS:

Sounds of Language readers, levels 1-8, Holt, Rinehart, and Winston

Book: T.A. for Tots by Alvyn M. Freed, Jalmar Press

Book: Obadiah, the Bold, Gateways to Reading paperbacks, E.R.S.

Nystrom readiness globe

Families, Field Publications, Inc.

Books: Adventures of Spider, More Adventures of Spiders, Scholastic

Textbook: Our Country, Allyn and Bacon

Children's library books

paper

pencils

varied art materials

COMMUNITIES

PURPOSE:

To develop the concept that a community consists of individuals, groups, and institutions in constant interaction

To learn that the division of labor is the most efficient way of producing goods and services

To begin to develop the concept that by the system of taxation, public services can be provided for all citizens

To use map and globe skills

SUGGESTED TIME: (no specific)

CONTENT:

Textbook: Our Country

PROCEDURE:

- 1) Use the teacher's guide as a basis of study of pages 14-33. Through group discussions, begin to develop the concepts and learnings stated in the above purposes. Select activities from the guide which will meet the needs of this particular group of children.
- 2) Other examples of books, materials, activities, and topics related to the textbook are:
 - a) Field trip: Tour of our city on a city bus. (sociology, economics, political science) Locate types of businesses: those selling goods and those selling private services. Locate public service institutions (educational, health, recreational, protection, etc.). For example, the bus route will go by some of the city's oldest parochial and private schools, the university, a trade school, City Hall, Parish courthouse, city jail, hospital, and the City park. Point out vacant buildings in the downtown area. (economics)

From observations made on the tour, class discussion will evolve which clarify learnings and suggest additional topics for study.

Trace the bus route on a city map.

 - b) Sound filmstrip: New Orleans, A Marketing Community

The filmstrip shows important landmarks of the city. It then traces a product (bananas) from its arrival

at the port to the local supermarket.

Locate New Orleans on the Denoyer-Geppart Floor Map and on the globe. Children may want to trace the bananas from their source to their arrival in New Orleans.

- c) If other major cities are studied, locate them in relation to our locale.
- d) Sounds In the Wind, pages 14-23, (children of other countries; poverty) pages 76-83 (apartment dwellers).
- e) Sounds Around the Clock, pages 112-121 (neighbors) pages 160-171 (city workers).
- f) Sounds of Numbers, pages 105-127, (illustrations of downtown business; buying goods) pages 132-135 (inner city).
- g) Compton's Precyclopedia, Volumes 1-15.
- h) Monster Book Series (monster comes to the city, selects a house, goes to school, the museum and a zoo, and rides a bus).
- i) Use resource personnel from the community (historical, industrial, public service, fine arts, others).
- j) Additional field trips: dairy, supermarket, and Port of Lake Charles.

EVALUATION:

Teacher observation of verbal and non-verbal behaviors following the activities.

MATERIALS:

Textbook: Our Country (Allyn and Bacon)
Sounds of Language Readers, Levels 1-8 (Holt, Rinehart, and Winston)
 books in "Monster" series (Bowmar)
 Satellite Paperback books (Holt, Rinehart, and Winston)
 Special Practice Books (Scott-Foresman)
 Compton's Precyclopedia, Volumes 1-15
 children's library books
 maps of our city and the city of New Orleans
 sound filmstrip: New Orleans, A Marketing Community (SVE)
 Denoyer-Geppart Floor Map
 globe

THE CAPITAL OF OUR COUNTRY -

WASHINGTON, D. C.

PURPOSES:

- To review and strengthen geographic concepts and map and globe skills
- To learn to locate Washington, D. C.
- To become interested in taking a trip to Washington, D. C.
- To understand that the services of many people are needed for a successful trip; money is needed to pay for transportation, food, and shelter
- To recognize an air view of Washington, D. C.
- To understand that our national government has three parts
- To understand what laws are
- To learn that men and women from all parts of the United States come to Washington
- To help make laws; that these men and women belong to a group called Congress
- To learn that the Supreme Court is an important part of the country's government
- To learn that laws must be fair and fairly enforced
- To learn that people of different races live in Washington, D. C.
- To learn some biographical details about an historic American figure: Harriet Tubman
- To begin to understand the meaning of slavery
- To learn about the people of Washington - how they work, how they live, and how they have fun
- To recognize famous buildings in Washington, D. C.
- To learn that the Washington Monument is a memorial to the first president of the United States
- To understand that Mount Vernon has been preserved as a national shrine
- To learn the Jefferson Memorial honors a great president
- To learn some biographical details about an historic figure: Abraham Lincoln
- To understand that museums save and display

To understand and appreciate some of the contributions of the Smithsonian Institution

To understand that music is one of the arts

To understand and appreciate the function of the National Gallery of Art (and graphic and plastic arts in general)

To review places visited at the capital

To learn some biographical details about an historic American figure:
Clara Barton

SUGGESTED TIME: (five weeks)

CONTENT: The teacher's guide, pages 179-232

Coronet Study Prints, "Our Wonderful Country", Set 5
Historical Landmarks
101 Wonders of America
Star-Spangled Banner
Compton's Precyclopedia

PROCEDURE:

Follow the teacher's guide beginning on page 180.

MATERIALS:

globe
map of North America
bean bag
penny
chart paper
U. S. Floor Map
pictures of various types of transportation
construction paper
newspaper
magazines
chalkboard
pictures of presidents
pencils and writing paper
recording "Hail to the Chief"
Our Country text book
boxes
picture of Harriet Tubman

modeling clay

picture of Clara Barton

Sounds Readers:

Sounds of Numbers - pages 34-39

Sounds Around the Clock - pages 64-65 and 88-89

Sounds of Laughter - pages 38-39

Sounds of Home - pages 58-61

Coronet Study Prints "Our Wonderful Country"

101 Wonders of America

Star-Spangled Banner

Compton's Precyclopedia

EXTENDED ACTIVITY:

Field trip to the Imperial Calcasieu Museum

*The preceding three units, "Families", "Communities", and "The Capital of Our Country, Washington, D.C." were developed from selected areas of the teacher's guide for the text, Our Country, Allyn and Bacon, Inc.

CURRENT EVENTS CENTER

PURPOSE:

To acquaint the child with reading material received daily, weekly, and monthly in homes and at school

To aid the child in understanding the importance of written communication

To develop the skill of reading and evaluating written media

CONTENT:

1) Newspapers

2) Current magazines received in the classroom and school

PROCEDURE:

Have a table on which all newspapers and magazines are kept to serve as the current events center. Provide time during each session for the child to utilize this center. The child may contribute materials to this center.

Value clarification activity:

- 1) Lead the class in a discussion of the front page of a daily newspaper. Examine and analyze the following:
 - a) name of the newspaper
 - b) date of the newspaper
 - c) the print used on the front page of a newspaper
 - d) the content of the articles placed on the front page of a newspaper
 - e) the size of the articles on the front page of a newspaper
 - f) pictures placed on the front page of a newspaper
- 2) Using the categories "happy" and "sad", have the class decide orally which category is represented by each article of the front page. Have a child put the words "happy" and "sad" on the board. Using tally marks, record the group's decision concerning each article.
- 3) Lead a discussion of the quantity represented under each category. Questions: Which category has the most marks?

Why? Would this be the same quantity tomorrow? Why or why not? Who decides what is used for the front page of a newspaper? For what reasons? If you were the one that decided, what would you choose? Why? Continue with this type of questioning procedure as long as needed to satisfy the student's interest and the purpose of this activity.

EXTENDED ACTIVITY:

- 1) Field trip to a local newspaper facility.
- 2) Invite a parent employed by a local newspaper to visit the class.

MATERIALS:

daily edition of a local newspaper and newspapers from other communities

a local university newspaper

a school newspaper

a weekly newspaper

"Highlights For Children" magazine

"National Geographic WORLD" magazine

"Jack and Jill" magazine

TIME magazine

Children's Weekley Mini-page of the local newspaper

"National Geographic"

"Louisiana Conservationist" magazine

I KNOW ME

PURPOSE:

To learn as individuals we have strengths and limitations
 To learn to accept our limitations
 To learn as an individual grows, limitations are overcome
 To learn to think realistically about ourselves

SUGGESTED TIME: (no specific)

PROCEDURE: Group Activity (pretending)

Close your eyes. You are a pebble on the beach. It is a sunny, cool breezy day. Describe what you see. What do you smell? Here comes a huge foot. It stepped on you. How do you feel now? What did you say? A boy picked you up and threw you as far as he could. How did it feel flying through the air? By and by a pretty lady picked you up, took you home, and painted you. What color did she paint you? How do you feel now?

Show a picture of two children reading books.

PROCEDURE: Discussion Sparkers

What's happening in the picture?
 What differences do you see in the children? Are their books alike?
 Which book do you like best?

CRITIQUE: (rules for our discussions)

Talk when the traffic is clear. (no need to raise your hand).
 Talk briefly. (other members need a chance)
 Stick to the subject.
 No side conversation. (you're part of the whole group)
 Listen to others carefully. (you want them to listen to you)
 Be sympathetic and understanding. (everyone has a right to his own opinion)
 No cross examination allowed. (we are not here to argue)
 Look for a solution. (try to make a decision as a group)

Activity One:

Write a story about the picture.

Once upon a time two children were _____.

Complete these sentences:

One thing I can do well is _____.

When I grow up I think I'll be able to _____.

Activity Two:

Tell what you would do if:

Someone asked you to do something you can't do.

Someone asked you when you'll be able to take a trip alone.

Read: Is Sally Ready?

Sally's father bought her a new bicycle. Sally just looked at it. "Well aren't you going to ride it?" her father asked.

"No," Sally said. "I don't like it. I don't want to ride it with those dumb training wheels on it. All the big kids are going to laugh at me."

"You've never even tried a bicycle. When you learn to balance yourself we can take the training wheels off."

Sally started to cry and ran into the house.

Discussion:

How did Sally feel about her new bicycle? Why did her father want her to try to use training wheels? What would you say to Sally to try to help her understand herself better?

Think of as many things as you can that you can't do now that you will be able to do someday.

Activity Three: (life lines)

Let each child depict important events in his life using pictures or words in frames like the comic strip. Children may include dates, but each child can list such events as birth, learning to talk, to feed himself, to walk, to paint, to get along with others, to write, and to count.

Frames may be added to the strip throughout the year as new skills are learned.

Activity Four: (child's album)

Make an album "all about me".

Help each child to list things that he use to be afraid of but now understands.

In another list, children may want to tell things that at one time angered them. They may also list things that still upset them.

EVALUATION: (entire unit)

Discussion questions:

Do you like yourself?

How do you feel about yourself?

Have you ever felt like Sally? If so, when? Explain.

MATERIALS:

picture of children reading

crayons

paint

scissors

construction paper

SYLVESTER

PURPOSE:

To cultivate literary and aesthetic appreciation through the use of an example of good literature

To develop expressional fluency and flexibility as a member of a group

To develop within each child a feeling of trust of other members in the group

To develop sensitivity to humanness

SUGGESTED TIME: (30 minutes)

CONTENT:

Library book: Sylvester and the Magic Pebble

PROCEDURE: (whole class)

- 1) Teacher reads the book to the class. Use informal discussion as the book is read.

- 2) Value clarification activity:

Questions: How do you feel about the way the book ended? Would you change the ending? What choices did Sylvester have in the story? What differences would his selection of these choices have made in his life?

You are Sylvester. Tell how you felt - at the beginning of the book when you were a rock, at the end. What is more important to some people - material things or people? Why? What is more important to you and your family? Why? (valuing humanness; child developing own system of values; child's examination of present self and family's system of values)

EVALUATION:

- 1) Teacher and student observation of individual behaviors and value systems as evidenced by the responses given during the value clarification activity.
- 2) Teacher and students evaluation of the entire activity on Sylvester as to if and/or why the story and activity had merit, lasting value, etc. (opportunity for the development of a system of values)

MATERIALS:

Library book: Sylvester and the Magic Pebble by William Steig, Young Reader's Press

A "pet" rock that could be named Sylvester, that is used in room to remind class of the story (recall of the value of love, praise, people, etc.)

Coronet Animal Fable, filmstrip and cassette: Glasses For A Raccoon Child can be used in above manner for the basis of another value clarification activity.

NAME YOUR CLASS

PURPOSE:

- For each SPARK class to have identity by using an original name
- To provide creative use of making a name-word from letters
- To further develop the feeling of the group as a single working unit
- To better understand the process of voting
- To accept a group decision

SUGGESTED TIME: (no specific)

CONTENT:

Each SPARK class is composed of students from several schools. Put the beginning letter of each school represented on the board, for example:

Prien Lake, Oak Park, Cooley, Watkins, St. Margaret's,
Immaculate Conception School would have these letters:

PLOPCWICSSM

If there are not enough vowels in the letters, add the second letter also, as for Watkins - Wa, etc.

PROCEDURE:

Teacher explains the content. Each child copies the letters on a sheet of paper. Two rules are given: 1) use any of the letters, and 2) submit one name-word to be used in voting for a class name. The child takes this sheet home and may have a week or more to submit his word.

Activity: (political science)

When every child has submitted a word, put the list on the board. Have a secret ballot vote by giving out pencils and strips of paper. The child selects one word as his vote. This paper is put in a ballot box. The votes are counted using a caller, a recorder to put tally marks by a word, and a checker of the called words. The word receiving the most votes becomes the name of the class. This name may be used on boxes that hold permanent records, art folders, etc. As another means of identification, a color may also be voted on to be used to write the word.

Example of previously mentioned names of schools - the word
COMICS was chosen..

MATERIALS

paper

primary tablet and strips

pencils

THE THREE WISHES

PURPOSE:

- To aid in the further development of listening skills
- To provide an opportunity for value clarification
- To further develop verbal and non-verbal creativity skills

SUGGESTED TIME: (1 hour)

CONTENT:

Book: The Three Wishes, by M. Jean Craig (Scholastic Services)

PROCEDURE:

Following the teacher's reading of the book to the class, the group will discuss how the woodcutter used his gift.

Discussion questions:

As the woodcutter and his wife thought of possible wishes, what were some of their ideas that would make a long-lasting difference in their lives? What were some ideas of things that would only last for a short time? Why didn't they use their wishes wisely?

Activity:

Brainstorm the question, "What would you wish for if you were granted a wish?"

Develop an understanding of the distinction between wishes that would have lasting value and wishes for things that would be used up within a short time, as a day or week. Discuss the value of the wish as to self, family, and mankind.

One child serves as the recorder at the chalkboard. As a child reads each of his three wishes aloud, a group decision will be made as to whether the wish has lasting value or not. Tally marks are placed under one of two headings on the board: lasting . . . not lasting. A child may clarify his reason for considering a wish to have lasting value, but a group decision will be made.

The columns of marks are totaled and the children can be shown that through a mathematical procedure, a percentage of the total number of responses can be found for each column.

EVALUATION:

Group evaluation of each wish written by the children.

Teacher observation of the students' written and oral responses which show the learnings developed.

MATERIALS:

The Three Wishes, by M. Jean Craig (Scholastic Book Services)

pencils

child's notebook

HANUKKAH

PURPOSE:

To help the children to gain knowledge about Hanukkah, an important religious celebration which is unfamiliar to this group of children

To develop an appreciation of the faith and values of the Jewish people as symbolized in this celebration

To provide opportunities for research to be done by those children interested in gaining further information

SUGGESTED TIME: (no specific)

CONTENT:

The sound filmstrip with cassette "The Story of Christmas and Hanukkah" (Hanukkah portion only)

PROCEDURE:

Show the appropriate portion of the sound filmstrip, "The Story of Christmas and Hanukkah". Questions for group discussion:

What were some objects used by the Jewish family which were unfamiliar to you? Were there some objects which the family probably kept for use year after year? Which ones? Why would they use these objects year after year? What would the family need to buy each year to be used as they celebrate Hanukkah? If you were a member of this Jewish family, what parts of the celebration would be lots of fun for you? What parts would help you to learn from your parents?

Activity:

- 1) Children may choose to prepare research reports at school or at home to share with the class. For example: other symbols used in the Jewish religion. Books and personal interviews may be utilized as sources.
- 2) The class may take a field trip to a Jewish Synagogue where a Rabbi can discuss the Jewish religion and the symbols used in their workshop.
- 3) Have a person of the Jewish faith come to the class as a resource person.

EXTENDED ACTIVITIES:

Additional materials listed below will provide opportunities for extension of the learnings as stated in PURPOSE.

EVALUATION:

Children may demonstrate and evaluate their knowledge of the Hanukkah symbols by making posters and illustrations and discussing these with the group.

The teacher will observe the children's verbal indications of developing an appreciation for the faith and values of the Jewish people.

MATERIALS:

sound filmstrip with cassette - "The Story of Christmas and Hanukkah", SVE

Study print #7 - A Jewish Holiday - from the series Our Country: It's People, Coronet

Sounds of the Wind, page 74, the poem, "Hanukkah Rainbow", Holt Rinehart, and Winston

Highlights Magazine, December, 1975, the story "Festival of Lights"

GEORGE WASHINGTON CARVER

PURPOSE:

To acquaint children with a pioneer in science.- "The Peanut Wizard"

SUGGESTED TIME: (two weeks)

CONTENT:

Compton's Precyclopedia, Volume 12, pages 36-39

PROCEDURE:

The class will first research the meaning of the word wizard.
Then read and discuss the life and contributions of George Washington Carver.

EXTENDED ACTIVITIES:

Brainstorm - Products made from peanuts.
Research: The Crunchy Treat
Plant and observe the growth of the peanut plant.
Make a booklet about "The Peanut Wizard".

MATERIALS:

Compton's Precyclopedia, Volume 12
peanuts
construction paper
scissors
glue

HARRIET TUBMAN

PURPOSE:

- To acquaint the child with the story of the life of the American woman, Harriet Tubman
- To provide the child with an understanding of the people represented in a minority group
- To provide opportunities for the child to examine and clarify his values toward any minority group
- To gain knowledge of the historical background of slavery and the Civil War
- To promote a feeling of sensitivity to a people and a cause
- To use the skill of using a globe and map in a study of Harriet Tubman

SUGGESTED TIME: (two 30 minute sessions)

CONTENT:

Read the story of Harriet Tubman using the book Runaway Slave and Compton's Precyclopedia, Volume 15.

PROCEDURE:

Group discussions following the reading of Runaway Slave and "The Underground Railroad". In these discussions provide ample time and situation for the class to gain understandings of the following words and phrases: slavery, minority group, plantation life, civil war, civil rights laws, etc. Use the globe and a United States map to locate the paths of the black people from Africa and the route of the underground railroad.

EXTENDED ACTIVITIES:

- 1) Individual and class research of other black people that have contributed to civil rights laws.
- 2) Compare the feelings of the people in Harriet Tubman's life to the story, "Oh, Lord I Wish I Was A Buzzard" from Sounds In the Wind, page 166.
- 3) Read other biographies of famous black people to the class.
Examples: the book, Frederick Douglass Fights For Freedom, Compton's Precyclopedia, Volume 2, Benjamin Banncker, "The Man Who Remembered".
- 4) Use study prints of other famous black people to present facts about their contributions to America.

- 5) As a means of evaluation ask each child to write a story about the life of Harriet Tubman and her contribution to her people. This story may be written and illustrated in the child's large composition book.
- 6) Invite a community leader of a minority group to visit the classroom as a resource person.

MATERIALS:

Book: Runaway Slave by Ann McGovern, Educational Reading Services

Compton's Precyclopedia, the story "The Underground Railroad",
Volume 15, pages 142-149

Readiness globe

map of the United States

Sounds In the Wind text, page 166

Frederick Douglass Fights For Freedom

Compton's Precyclopedia, Volume 2, pages 50-51

VALUE CLARIFICATION ACTIVITIES

PURPOSE:

- To provide opportunity for students to express their ideas before a group
- To provide an opportunity for the child to judge a situation using his own values
- To increase the child's verbal and non-verbal creativity skills
- To develop the concept of a situation having more than one solution

SUGGESTED TIME: (30 minutes, each activity)

CONTENT:

Cards with words and phrases, printed by the teacher

PROCEDURE:

Activity One:

1) Cards:

Stay and fight
Get help
Run away

- 2) Situation: You and your little sister (brother) are playing. Some older children come along and interrupt you. One of the older boys (girls) gives your sister a hard push. She falls down and hurts her head (cuts her head). Choose a card to show what you would do. Give a reason for the card you chose.

Activity Two:

1) Cards:

Love
America
Mother
SPARK

- 2) Brainstorming: Sit in a circle on the floor. Using the above order of the cards, hold up a card. Let each child respond with a word or a phrase. Then place the card on the floor in the middle of the circle. Continue this brainstorming procedure until all cards are used.

- 3) Allow the students to place the cards in any order, as an individual or as a group, to make a phrase. Let the class create as many different phrases as possible by changing the order of the words.
- 4) Using four resonator bells (preferably in a note sequence, as c, d, e, f) let a student or the group create a melody to accompany the words.
- 5) Choose one order of the cards. Clap the rhythmic pattern of the words. Use any percussion instrument to accompany this pattern.
- 6) Extended Activities:
 - a) Choose one order of the cards. Combine melody and percussion.
 - b) Use the alto xylophone, glockenspiel, or a piano for use in creating a melody.

EVALUATION:

Teacher observation of each child's ability to clarify values and make decisions. Use the child's musical behaviors in Activity Two to aid in the recognition of a child with unusual musical interests and talent.

MATERIALS:

sentence strip
marks-a-lot
Orff instruments
other classroom musical instruments

BOOKS AND MATERIALS

1. Our Country, Grade One, student texts and teacher guide
Allyn and Bacon
2. T. A. For Tots by Alvyn M. Freid
Jalmar Press
3. How to Read Social Studies
Harper and Row
4. Sounds of Language readers
Holt, Rinehart, and Winston
5. Selected children's books related to the social sciences
6. U. S. Map Puzzle Plaque
Playskool
7. Game of the States
Milton Bradley
8. 12" Readiness Globe
U. S. Raised Relief Map
Nystrom
9. Actionmap - U. S. Floor Map
Denoyer-Geppart
10. Dukane Cassette AV
11. Study prints: Our Wonderful Country Series - Sets 2,4,5
Coronet
Pilgrim Portfolio
A. Lincoln Life-Line
American Life in Art
"Children's Games" - print
Scholastic Services
American Indians - Yesterday & Today set
12. Compton's Precyclopedia
13. Filmstrips and cassettes: "The Story of Christmas and Hanukkah"
"New Orleans: A Marketing Community"
Singer
"Animal Fables"
Coronet

14. Magazines: National Geographic WORLD
Highlights for Children

MATH

1. To aid the child in learning how to devise strategies for finding solutions to problems.
2. To provide opportunities through the use of games for the child to make decisions, choices, and evaluations.
3. To provide diversified activities for the child to practice basic mathematical operations.
4. To make the child aware of the thinking processes of himself and others.
5. To aid the child in learning to use logic to tackle, discuss, and explore different approaches needed to play games.
6. To further develop mathematical thinking as a skill.
7. To introduce the child to metric linear measurement.
8. To reinforce the math terminology used in the child's first grade basic program.
9. To recognize the child with unusual talent and to encourage further specialized opportunities.

MATH CURRICULUM

SET THE TABLE

PURPOSE:

To practice matching and recognizing equivalent and non-equivalent sets

SUGGESTED TIME: (20 minutes)

PROCEDURE:

Seat children around a table. Choose one child to get enough plates for those at the table. Choose one child to get enough silverware for those at the table. Choose another child to get just enough napkins, etc.

The more able students might be told that in addition to those seated around the table, there will be two (or one, or three, etc.) extra people present for the meal. The activity could then be used as a strong intuitive foundation for addition.

MATERIALS:

play dishes
silverware
napkins
drinking glasses
cups

From: the Creative Teacher's Practical Guide to
First Grade Activities

MIND MATH

PURPOSE:

To increase the child's ability to do simple mathematical computation mentally

To increase the child's ability to remember

To develop the concept that a number remains the same when you add to the number and subtract from the number the same quantity

SUGGESTED TIME: (no specific)

PROCEDURE: (whole class)

- 1) Teacher says a number, as 9. Ask an individual child to add and subtract a quantity, as 3. What is the number? Do several examples before discussing the concept of why the number remains the same.
- 2) For students with unusual mathematical skills and understandings, extend this activity by using multiplication and division skills, working only with multiples, as $9 \times 3 \div 3 = 9$.

EVALUATION:

Teacher observation of a child's basic mathematical skills, and teacher recognition of the need to provide for a child with advanced mathematical understandings.

GAMES

PURPOSE:

Providing opportunities through the use of games for the child's development of the skills of decision making and creativity

Using games to help the child to accept that he will lose as well as win

SUGGESTED TIME: (no specific)

CONTENT:

- 1) Dominoes (matching; keeping score on paper)
- 2) Math Bingo (recognizing shapes and numerals)
- 3) Score Four (strategy; mild competition)
- 4) Peg Board and Rubber Bands (convergent and divergent thinking)
- 5) Rack-O (number pattern sequence; competition)
- 6) Checkers (decision making; logic)

PROCEDURE:

According to the needs of the students, the method of using the games will be either teacher directed or student initiated.
(individual, small group, whole class)

EXTENDED ACTIVITIES:

Children develop original sets of rules for the games in the classroom.

Children develop and construct original games to share with the class.

MATERIALS:

Dominoes	paper
Math Bingo	pencils
Score Four	
Invicta Peg Board	
rubber bands	
sixty-minute timer	
Rack-O	
Checkers	

LEARNER GOALS FOR THE
MATH CURRICULUM AREA

MATH

PURPOSE:

To encourage fluent thinking and complexity

SUGGESTED TIME: (20 minutes)

PROCEDURE:

The children are asked to think of many names for the number One.

$$5 - 4 = 1$$

$$3 - 3 + 1 = 1$$

$$2 + 3 - 4 = 1$$

$$7 + 3 - 4 + 5 = 1$$

$$0 + 0 + 1 = 1$$

Ask the children to find as many names as possible for the number Three.

Select another number in random. Continue until all numbers through ten have been used.

MATERIALS:

pencils

paper

THE PARADE OF THE NUMBERS

PURPOSE:

To develop the child's ability to discover a sequence pattern of numerals and to recognize when that sequence changes

SUGGESTED TIME: (15 minutes)

PROCEDURE:

Give each child a worksheet and read the directions.

(worksheet is on the page following)

From: 44 Bright Ideas
Editors of Weekly Readers

7

The Parade of the Numbers

12345

All the numbers in the Tenth Street School were having a big parade. All the arithmetic classes took part. The numbers in each class marched together. Each number was given his own special place.

Most numbers followed the rule and marched in the right place. But some did not. They marched in the wrong place.

Can you find the number in each class that is not following the rule? First you must discover what rule the class is following. Then find the number that is not following the rule. When you find him, take him out of the parade. Draw a line through him. Then write in the number that can take his place.

Class A

2 4 6 8 9 12 14 16

Class D

15 13 11 9 6 5 3 1

Class F

10 20 21 30 40 41 50 60 70

Class B

1 1 2 2 3 4 4 4

Class C

10 12 14 16 18 19 22 24

Class E

12 10 10 9 8 7 6 5



HOW TO SEND A SECRET MESSAGE

PURPOSE:

To learn how to write, make, and send a secret message

SUGGESTED TIME: (three weeks)

CONTENT:

A code is something you can use when you want to send a secret message. If someone who doesn't know the code gets the message by mistake, he won't be able to tell what it says.

Every country has codes it can use to send secret messages in time of trouble or war.

But some codes are just for fun. They make your day more exciting. They add mystery - - and giggles to the things you want to say.

PROCEDURE:

Here are three fun codes that are easy to learn, but not easy to understand unless you know the secret of the code.

The secret is that you name something that has legs before each word of the message.

Practice saying these messages in the "Crazy Legs Code":

"I found the dime I lost."

"Yes, you may borrow my bike."

Fun CODE NUMBER 1-Crazy Legs Code

Think of a message you want to tell your friend. Let's say that it is, "I have a surprise for you."

After you put the message into Crazy Legs Code, it would read like this:

"Horse I table have ant a chair surprise cow for spider you."

Fun CODE NUMBER 2 - Silly Code

"I'll meet you right after school." Let's say that this is the message you want to tell your friend.

After you have scrambled it into Silly Code, the message will sound like this:

"Bacon eggs jelly I'll breakfast lunch hunch meet dog fog
log you up down under right shoo moo coo after worm sneeze
fly school."

Fun CODE NUMBER 3 - Number Code

On a piece of paper space out the letters of the alphabet.
Under each letter write a number. Do not use the same number
twice. If you are in a hurry to send a message and don't
have time to make up your own Number Code, here is one that you
can use:

A	B	C	D	E	F	G	H	I	J	K	L	M	N
6	19	28	1	3	10	38	8	2	12	23	15	47	30
O	P	Q	R	S	T	U	V	W	X	Y	Z		
99	4	26	100	7	13	25	14	88	9	11	164		

Now write out a message using a number for each letter. Sup-
posing you wanted to write, "Our cat had kittens". You would
begin by finding the number for the first letter, which is "O".
The number is 99.

The complete message written in Number Code would look like this:

99-25-100 28-6-13
8-6-1 23-2-13-13-30-7.

Give a friend a copy of the code so that he can figure out your
message and write an answer in the same code.

Remember your Number Code will be much harder to "crack" if you
make up new numbers for the letters of the alphabet instead of
using the ones given.

Decoding: Assign each letter of the alphabet a different number.
For example:

A-1, B-2, C-3, D-4 . . . Z-26

Make up simple secret messages for the children to decode.

Secret Messages: (worksheet is on the following page)

What is Your Fortune: (worksheet follows)

EXTENDED ACTIVITIES:

Can you spell your name with a flashlight? Compton's Precyclopedia
pages 116-117.

Secret Messages

115

Can you read this?

A 1

B 2

C 3

D 4

E 5

F 6

G 7

H 8

I 9

J 10

K 11

L 12

M 13

N 14

O 15

P 16

Q 17

R 18

S 19

T 20

U 21

V 22

W 23

X 24

Y 25

Z 26

20-8-5 3-15-23 10-21-13-16-5-4 15-22-5-18

20-8-5 13-15-15-14!

It is written in code. Each number stands for a letter. The letter that is next to the number in the list is the letter that the number stands for. Write the correct letter in the space over each number. Then you will be able to read the sentence.

Fun? Here is another one.

9-20 9-19 6-21-14 20-15 18-5-1-4!

Do you agree?

Here is one more.

5-22-5-18-25 16-5-18-19-15-14 8-1-19
8-9-19 15-23-14 19-16-5-3-9-1-12 14-1-13-5,
1-14-4 5-22-5-18-25 23-15-18-4 8-1-19
9-20-19 15-23-14 19-16-5-3-9-1-12
13-5-1-14-9-14-7.

Now why don't you write some messages in code?
Write a note to someone else in your class and let him read it.



What Is Your Fortune?

Pretend you are eating in a Chinese restaurant. Fortune cookies are served for dessert. Inside each cookie there is a tiny piece of paper. The paper has your

fortune printed on it. But your fortune is not printed in words. It is told in numbers like this:

6	18	9	4	1	25

9	19

25	15	21	18

12	21	3	11	25

4	1	25

Can you read your fortune? Each number stands for a letter. Write the letters above the numbers.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Here's what your second cookie said:

14	15

19	3	8	15	15	12

20	15	4	1	25

Cookie number three had a long fortune.

20	15	4	1	25

23	9	12	12

2	18	9	14	7

25	15	21

1

8	1	16	16	25

19	21	18	16	18	9	19	5



Now you write a number fortune for a friend. Try making up your own code too.

"Invisible Writing", page 16 of National Geographic WORLD, October, 1975

"Hide Your Message Behind a Mask", page 17 of National Geographic WORLD, October, 1975

Other Activities, pages 18-21 of National Geographic WORLD, October, 1975

MATERIALS:

Compton's Precyclopedia

chalkboard

paper

pencils

worksheets

Adapted from: Compton's Precyclopedia, National Geographic WORLD magazine, and 44 Bright Ideas, editors of Weekly Readers

THINK METRIC

PURPOSE:

To help children discover for themselves why we need standard units of measure

To introduce to them some basic metric measuring tools

To develop understanding of centimeter and meter as standards of measure

SUGGESTED TIME: (four weeks)

CONTENT:

People long ago found ways to measure things. At first these were very simple. Man used the most convenient measure he had - himself. He probably used the length of his foot to measure length. A handful to measure the arrowheads he wanted to trade for his supper beans. Noah's ark was measured in human terms. The Bible says Noah built it 300 cubits long, 50 cubits wide, and 30 cubits high. A cubit, in case you haven't run into any ark-builders lately, is the distance from a man's elbow to the tip of the middle finger of his outstretched arm.

Some of the ancient measures persist. We still, for example, measure a horse by the hand or palm; and today's seamstress may very well estimate the measure of her material by holding one end of it to her nose and stretching it to its extended length with her free hand (about one yard). But as civilization grew - and man got wise to the fact that handfuls come in different sizes, that big feet were better and that he couldn't even count on his cubit - new ways to measure were developed.

Gabriel Mouton, a vicar of St. Peter's, proposed a decimal system of measurement that would begin from a standard everyone could understand - the earth. (one ten-millionth of the distance from the equator to the North Pole, he called a meter) During the 1800's, metrics spread slowly through Europe and then to other continents.

There are exceptions. Until 1975, Great Britain, from whom we borrowed our ounce, pound, and quart kind of measurements, was one of them. But during 1975, Great Britain converted and the United States is now the only major industrialized nation not on metrics.

But change is on the way here too. Look around and you can see road signs and grocery store items already marked with both English and metric measures.

Activity One:

Each child measures things around the classroom using his own pencil as a ruler. The children should soon discover that they come up with different measurements for the same objects. Discussion - Why? (measuring tools are different)

Activity Two:

Distribute centimeter rules. Have children try to find things in the room that are longer than and shorter than the rules. Let each child estimate how long an object is before he actually measures it. (Use this activity to develop such math vocabulary as long, short, the same as).

Activity Three:

Can children think up any way in which they could measure themselves? Lead them to the understanding that several centimeter rulers placed end-to-end, so as to form a wall strip could be used to measure heights. Make a chart with every child's name on it, for use as a height record. Allow each child to record his height in centimeters on the chart. Encourage comparisons of height.

Activity Four:

Pass out metric tapes for this activity. Children will work in pairs, measuring each other and comparing measurements.

(Example of worksheet on page following)

Activity Five:

Introduce the meter stick. Lead the children to the understanding this stick is really several centimeter rulers put together to make 100 centimeters and that it makes measuring lengths and distances of more than 100 meters easier. Give the children plenty of opportunities to use the meter stick. They can measure the length of the hallway, the distance from the classroom to the office, etc. Make a chart on which they record their measurements in meters and/or centimeters (eg. a doorway which might be expressed as 1 meter and 4 centimeters or as 104 centimeters).

Activity Six:

Draw many irregular shapes on the chalkboard. Ask the children to suggest ways to measure these shapes. Discuss and test any suggestion made. If the children themselves don't originate the idea, suggest the possibility of placing string on a shape and then measuring the string in centimeters or meters. Supply

string so the children can measure the irregular shapes on board.

EVALUATION:

On the chalkboard, list several measurement projects. Have the children discuss what would be the best measuring tool. The students might want to make a chart showing which measuring tools are best for different kinds of measuring.

MATERIALS:

pencils
centimeter rulers
chart paper
metric tapes
meter stick
chalkboard

(Adapted from: Early Years Magazine, April, 1975)

WORKSHEET

TomAround my head
(my hat size)

_____ cm

Around my neck

_____ cm

My shoulder to wrist
(my sleeve length)

_____ cm

Around my wrist

_____ cm

Around my thigh

_____ cm

Around my waist
(my belt size)

_____ cm

I am _____ cm tall

How tall are you?

I weigh _____ kg

How much do you weigh?

Jerry

(your measurements)

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ kg

*cm = centimeters

*kg = kilograms

THE MYSTERY ANIMAL

PURPOSE:

To provide practice in adding sums to ten

SUGGESTED TIME: (30 minutes)

PROCEDURE:

Pass out worksheet and read directions with the students
(worksheet on following page)

MATERIALS:

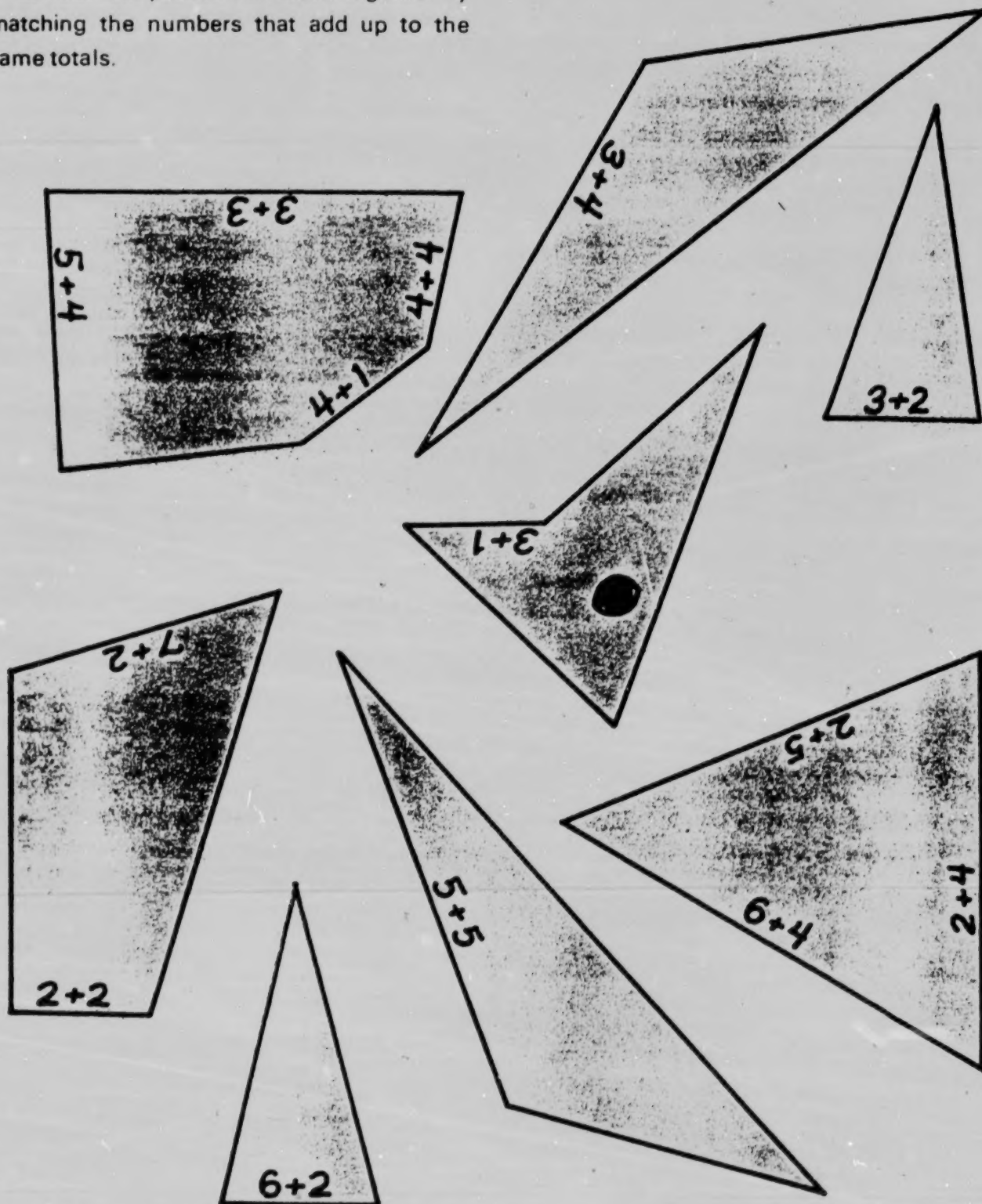
pencils
worksheets
scissors

*Worksheet from: 44 Bright Ideas
Editors of My Weekly Reader

The Mystery Animal

Directions:

Cut out the pieces. Put them together by matching the numbers that add up to the same totals.



SOUNDS OF LANGUAGE READERS - LEVELS 1-8

In the development of mathematical concepts and skills such as rote counting, quantity, comparisons, time, and money, the following pages in the student book may be useful:

COUNTING:

1. Sounds I Remember, pages 12-15; 18-27; 42-45; 56-57; 62-64.
2. Sounds of Home, pages 38-39; 56-57.
3. Sounds of Numbers, pages 10-11; 62-85; 140-157.
4. Sounds of a Hound Dog, pages 10-11; 36-41; 132-155.
5. Sounds Around the Clock, pages 12-23.
6. Sounds in the Wind, pages 62-63; 116-117.
7. Sounds of a Powwow, pages 44-51; 54-55; 62-73; 124-125; 198-201.

QUANTITY:

1. Sounds I Remember, pages 42-45.
2. Sounds of Home, pages 56.
3. Sounds of Numbers, pages 62-85; 103.
4. Sounds Around the Clock, pages 67; 108-109.
5. Sounds of a Powwow, page 117.
6. Sounds in the Wind, pages 60-61; 164-165.

MONEY:

1. Sounds of Numbers, pages 104, 127.

TIME:

1. Sounds I Remember, pages 11 (life-span); 58-59 (season).
2. Sounds of Home, pages 10-23 (day/night).

3. Sounds of Numbers, pages 32-33 (season); 62-85 (months); 98-101 (day/night).
4. Sounds of a Hound Dog, pages 60-77 (life-span); 88-107 (hours) 130-131 (season).
5. Sounds Around the Clock, pages 12-23 (season); 46-47 (season); 126-127 (season); 138-145 (life-span); 152-159 (days of week); 176-189 (seasons); 190-191 (day/night).
6. Sounds in the Wind, pages 56 (life-span); 62-65, 66-73, 74-75 (season); 76-83 (day/night); 122, 138-139 (season); 124-149 (months).
7. Sounds of a Powwow, pages 56-57 (day/night); 62-73 (day/night); 117, 118-121, 124-125, 164-165, 192-193, 222-223 (season).
8. Sounds of Laughter, pages 14-37 (day/night); 70-83 (days of week); 116-127, 130-151 (life-span); 152-155, 158-167 (seasons); 178-195 (life-span).

COMPARISONS:

1. Sounds of Home, pages 30-36.
2. Sounds of Numbers, pages 20-31; 88-97.
3. Sounds of a Hound Dog, pages 60-77; 80-81.
4. Sounds Around the Clock, pages 26-33; 70-87; 175.
5. Sounds in the Wind, pages 96-113.
6. Sounds of Laughter, pages 56-67.

MATERIALS

1. Games

Score-Four
Dominoes
Checkers
Rack-O
Math Bingo

2. Invicta Materials

Meter stick
Shape tracer
Sequence blocks
Pin board
Polyominoes
Ox Blocks
Teaching machine and number operations

3. Golden Metric Workbook

4. Metric rulers

5. How to Read Math

Harper and Row

6. Sounds of Language Readers

Holt, Rinehart, and Winston

7. Compton's Precyclopedia

LEARNER GOALS FOR THE
SCIENCE CURRICULUM AREA

SCIENCE

DEFINITION: Science is the accumulated and systematized learning about natural phenomena.

The processes of science are scientific attitudes and methods of inquiry. As a result of these processes we derive the products of science - fact and theory.

For the purpose of this curriculum guide, learnings will be developed in these areas: physical science, earth science, and biological science.

1. To foster the development of attitudes of curiosity, open-mindedness, skepticism, and determination.
2. To provide an atmosphere which will allow the child freedom to investigate, to be curious, to inquire.
3. To provide materials and activities that will encourage the child to use inquiry and experimentation to add to his knowledge.
4. To help develop concepts of changes in the living and non-living world.
5. To help develop concepts of man's use and control of the environment.
6. To provide opportunities for the child to develop beginning map and globe skills.
7. To help develop scientific concepts of the universe, encompassing the solar system and space.
8. To recognize the child with unusual talent and to encourage further specialized opportunities.

SCIENCE CURRICULUM

UNDERSTANDING YOUR ENVIRONMENT:

"PICTURES THAT TEACH"

Silver Burdett

(28 charts, teacher's manual)

In order for this material to be an effective component of the science curriculum in a primary gifted classroom, it would be necessary for the teacher to study page six of the teacher's manual. This would enable the teacher to select the number of charts and activities most appropriate to the interests and abilities of a particular group.

NOW YOU KNOW ABOUT ANIMALS

Encyclopedia Britannica Educational Corporation

Series of five books with correlated cassettes:

Many Animals
Where Animals Live
Animal Coverings
Animal Homes
How Animals Stay Alive

For the purpose of use in a primary gifted classroom, the child may gain knowledge about animals by using this material individually or in a small group. Use of the books and cassettes in this manner does not require teacher direction and allows for self-motivation and independent study.

SCIENCE TABLE

PURPOSE:

to provide opportunities for the child to classify, observe, compare, categorize, hypothesize, experiment, evaluate, analyze, conceptualize, and gain knowledge

SUGGESTED TIME: (no specific)

PROCEDURE:

Group discussion activity:

Let the children identify and discuss the objects on the table through the use of these questions:

- 1) Can you name an item on this table?
- 2) Is there any item that you cannot name?
- 3) If you wanted to contribute something for this table, what would you bring?
- 4) Is there an item you would like to know more about?

Questions such as these will serve as points of departure for further development of basic scientific thinking skills and beginning scientific research.

Brainstorming activity:

Question: If you wanted to contribute something for this table, what would you bring?

Teacher accepts and records all student responses (fluency). Guide the children to eliminate any items that would not belong on this table.

Value clarification activity:

Object: seashell

Questions: Suppose you are walking along and see this object. Where are you most likely to be? What will you do with this object? Why? Do you know of anyone else that would do the same or something else with this object? Why? How?

Value of seashells in our world: economic, aesthetic, scientific, ecological, food, and in our immediate vicinity.

EVALUATION:

Group Discussion Activity:

Questions: Why is this table in our SPARK classroom? Will it remain the same? Why? Will you use this table? How? Why?

This micro-unit could serve as the introduction of the science program.

MATERIALS:

seashells
bones
snakeskin
plants
lava
insects
nests
rocks
magnifying glass
compass
bar and horseshoe magnet
Blister microscope and slides

DINOSAURS*

PURPOSE:

To gain knowledge about prehistoric animals

To gain a better understanding of what the earth was like millions of years ago

To develop an understanding of the work of scientists who have restored and preserved the fossils and bones of prehistoric life

SUGGESTED TIME: (no specific)

CONTENT:

About sixty million years ago the dinosaurs disappeared. When they went out of the picture, the age of Reptiles came to an end.

Though the dinosaurs themselves are very old, the science that tells about them is quite new. And while we have been learning new things about outer space and planets and preparing for the age to come, we have also been discovering new things about earth and what it was like millions of years ago.

Dinosaurs were "lords of the land" for 150 million years.

PROCEDURE:

Read the book Giant Dinosaurs to the students.

Activity One (cognitive-memory)

Group discussion: The characteristics, living patterns, and habits of these animals:

Trachodon
Brontosaurus
Brachrosarus
Diplodocus
Tyrannosaurus
Stegosaurus
Triceratops

Activity Two - small groups (application of creativity skills):

Let students model the environmental surrounding of the dinosaur.

Activity Three (application of creativity skills)

Make a "The World of Dinosaurs" to show the animal's living pattern and habits in relationship to food, protection, etc.

Activity Four (convergent):

Group discussion: The contributions of the study of the dinosaurs to society.

Compare and contrast the different dinosaurs noting similarities and differences.

Use modeling clay to make a "Fine Arts Gallery of Dinosaurs".

Activity Five (divergent):

Group discussion: Could this animal have survived in another environment? How? Why?

Design and model "the new animal".

Activity Six (research):

Find out about other prehistoric animals and make oral reports to the class.

MATERIALS:

Compton's Precyclopedia

Giant Dinosaurs book

Study Prints - "Who's Who Among the Dinosaurs", Scholastic Book Services

construction paper

glue

clay

scissors

*Adapted from: Curriculum Enrichment for the Gifted in the Primary Grades

ALBINOS

PURPOSE:

To learn why some animals do not have a natural color

SUGGESTED TIME: (two weeks)

CONTENT:

Albinos cannot produce a normal amount of pigment, or color. The "message" to be an albino reaches the animal through its genes.

Genes are tiny particles of living matter. They carry the information that determines how a plant, animal, or human will develop.

Each new individual gets genes from both parents. The genes form pairs, and the pairs combine in many different ways. That is why not all children in one family look alike.

Sometimes a single pair of genes carries all the information for one trait. Albinism is such a trait. The parents of Albinos don't have to be albinos themselves. But each parent must have at least one gene that says, "Don't color me". When two such genes come together, the result is an albino.

PROCEDURE:

Show the children the large picture of Snowflake, the Vanilla Gorilla.

Discussion Sparklers:

Tell me what is happening in the pictures.

Why would it be dangerous to get close to Snowflake?

Where would you find Snowflake?

Is this the natural color of most gorillas?

Describe Snowflake's facial expression.

(Read the background information to the children and compare their answers to questions above.)

EXTENDED ACTIVITIES:

Study about other albinos in the National Geographic Magazine, April, 1976, pages 20-25.

After studying about other albinos, ask children the following questions:

Do albinos see as well as other animals? Why not?

What skin problems do they have?

Why is it difficult for an albino to survive?

How can we benefit from what scientist learn about albinos?

MATERIALS:

National Geographic Magazine WORLD

National Geographic Poster, April, 1976

THE OCTOPUS

PURPOSE:

To meet the students' expressed interest in studying about the octopus (a result of using the song "The Octopus' Garden")

To provide an opportunity for class and individual research

To provide a creative art experience using the crayon resist technique

SUGGESTED TIME: (four weeks)

CONTENT:

"The Many Armed Wonder", pages 106-109 in Precyclopedia, Volume 11.

PROCEDURE:

Read the story from Precyclopedia to the class.

Using the resource books in the classroom, students look for other articles about the octopus. Students and teacher will share this information with the whole class.

Using crayon resist, each child will create an underwater scene. Display the art.

EVALUATION:

The teacher's observation of the students' verbal and non-verbal expression of learnings gained through the study

EXTENDED ACTIVITIES:

- 1) Students may choose to research other animals that live in the ocean. Reports, charts, and illustrations may be prepared by students to share with the class.

Example: "A Shocking Fish" (eel) pages 78-79, Precyclopedia, Volume 11.

- 2) Read the explorer book, Jacques Cousteau, Allyn and Bacon, to the class. For further information about Jacques Cousteau use reference material as World Book Encyclopedia, World Book Childcraft, National Geographic WORLD magazine, and news releases of television documentaries of Cousteau's expeditions. As a means of evaluation, ask each student to record in his large composition book at least three learnings or contributions made by the scientist, Jacques Cousteau. They may illustrate these statements.

- 3) Use the story "Across the Ocean on a Raft", from Precyclopedia, Volume 13, pages 30-33 for a comparison with Cousteau's ocean adventures.

MATERIALS:

Explorers and Discoveries texts

Set 2: Jacques Cousteau (Allyn and Bacon, Inc.)

World Book Encyclopedia, Volumes P, C, O

World Book Childcraft

Compton's Precyclopedia, Volumes 11 and others

Making Music Your Own - Grade 1, Song "The Octopus' Garden"
Silver Burdett

heavy white art paper

liquid blue tempera paint

paint brushes

crayons

WINGS

PURPOSE:

To provide an opportunity for students to express their ideas before a group

To develop divergent and creative thinking

To provide motivation for research

To expand the vocabulary with descriptive words

SUGGESTED TIME: (no specific)

PROCEDURE:

Discussion (questions for divergent and creative thinking)

Name something that has wings.

What has very large wings?

What has teeny, tiny wings?

What has wings so tiny your plain eye cannot see them?

What can help your eyes to see wings that tiny?

What wings would you think would fly higher than any other wings could fly?

Do any wings fly clear across an ocean?

Do wings ever make a sound?

You have named many kinds of wings. Can you name something that has only one wing? Do some things have more than two wings?

Why do wings come in pairs?

Who will pretend to be something with wings, and move?

What are you and what are you doing?

(allow all the children the opportunity to move and describe)

Do wings ever move when not in flight?

(different moves might be flapping, as a rooster; spreading, as a turkey or grouse; hovering, as a hummingbird; gently undulating, as a perched butterfly; rapid fanning, as bees cooling wax; etc.)

Do wings always stick out from a body?

Are there times when wings are perfectly still?

Can wings be hidden?

Activity (creative art):

Ask the children to each make a pair of wings. Say: "Make them the most beautiful or unusual wings that anyone could imagine. If you make very large wings, you can show the details clearly. Choose any materials from the table."

Activity (observing and describing the completed art work):

After the wings are all completed (may take two sessions) have

them brought to the circle. Tape the group discussion of all the wings. Encourage description.

Later play the tape and have the children find the descriptive words. Make a list.

Activity (research):

- 1) Questions: What can real wings be covered with? Can we see through any wings? Do some wings fly mostly at night?
How could we examine a real wing very carefully?
(microscope, magnifying glass) Enlarged photos and drawings in books show details.
- 2) Assignment: Bring something for our next meeting so that we will learn something new about wings.
- 3) Individual research and reports may develop interest in studying butterflies and moths, birds, other flying insects, airplanes, bats, etc.

Activity (Brainteaser #1):

Display a large, black paper triangle.

Question: When can this fly? (when on the head of a witch, when it's the nose on a rocket, the tip of an arrow, etc.)

(Brainteaser #2)

Question: What can fly that has no wings? (time, kite, helicopter, dirigible, etc.)

Activity (verbal application of creativity skills):

Have group sit in a circle. All will respond. Direct the questions to individuals. Say: "Pretend you are wings. What are you attached to? Are you feeling very heavy? . . . or very light?

Now think about where you would fly to if you could fly anywhere, near or far away. Are you there in your imagination? How do you feel now that you are there? What do you see? feel? smell? Is someone with you? Who? Where are you? How long would you like to stay? Are you homesick?

(brainstorming - for fluency in thinking)

Let's name ways to come back to SPARK if we don't fly back."

EVALUATION:

The teacher observes:

- 1) each child's interaction with group members
- 2) his use of descriptive words

- 3) his creative expression through art
- 4) his depth of research done in class and brought from home

EXTENDED ACTIVITIES:

The following books may be used to extend the learnings as stated above:

Sounds of Language Readers

- Sounds of Numbers, pages 158-159
- Sounds of Laughter, page 115
- Sounds in the Wind, pages 96-113; pages 162-163
- Sounds of a Powwow, pages 140-141

Gateways to Reading Paperbacks

- Bee Man of Orn
- The Adventures of Spider

MATERIALS:

- construction paper
- long pipe cleaners
- florist wire
- cloth scraps
- scissors
- tape
- glue
- stapler
- crayons
- marks-a-lots
- tissue paper
- butcher paper
- tape recorder with blank tape
- resource books: birds, etc.
- any set of encyclopedias
- Compton's Precyclopedias
- transparency: See How They Grow (the monarch butterfly and the swan) Scholastic Book Services
- Sounds of Language Readers (Holt, Rinehart and Winston)
- Gateways to Reading Paperbacks (E.R.S.)

INSECT RESEARCH *

PURPOSE:

To find information about insects' ways of life, their habits, and their individual benefit or harm to man

To help children develop critical thinking about the benefit and the harm to man from insects

To develop an understanding of the meaning of the "balance of nature".

SUGGESTED TIME: (no specific)

CONTENT:

"Insects are said to be the most successful of all animals. They represent about eighty percent of all known animal life. They are important to man because they eat so much food."

Discussion questions:

What insect activity is most beneficial to man?

What other good do they do?

In what ways are insects harmful to man?

Explain what is meant by the "balance of nature".

Do insects adapt themselves to new surroundings easily?

What are some of the foolish beliefs people have about insects?

Activity One: collecting or observing

PROCEDURE:

Make an insect watcher's booklet. Look for as many different kinds of insects as you can. Write down the things you see them doing, such as, flying, eating, laying eggs or hatching. How do you identify them?

Activity Two:

Collect and display insect eggs.

Activity Three:

Collect and display butterflies or moths.

Activity Four:

Draw a large picture of an insect showing the body parts, the legs and the antennae.

Activity Five:

Make a chart showing four insect friends and four enemies.

Activity Six:

Pretend: You are living far in the future and a particular insect has so developed that it is the size of a house.
Draw a picture of this insect.

MATERIALS:

construction paper

writing paper

pencils

glue

drawing paper

chart paper

National Geographic WORLD

November, 1975

March, 1975

Compton's Precyclopedia:

Volume 1 - pages 74,75,79

Volume 2 - pages 147-149

Volume 3 - pages 15-144, 147

Volume 6 - pages 68-71

Volume 8 - pages 32-53

Volume 10 - pages 110-113

Volume 11 - pages 30-35

All Color Book of Insects

All About Insects

Dictionary for Children

Blister Electric Microscope

Teach Me About Insects (flashcards)

* Adapted from: Curriculum Enrichment for the Gifted in the Primary Grades

FREE AQUARIUM

PURPOSE:

To provide an opportunity for the children to use the microscope and magnifying glass to observe small animals in pond water

To provide an activity in which the child will investigate, make observations, and collect and record data

SUGGESTED TIME: (30 minute sessions)

CONTENT:

Precyclopedia, Volume 10, pages 66-69 and Volume 11, pages 22-29

Discussion:

Compare the microscope shown in the illustration to the Blister microscope in our class. Discuss microscopic animals such as those in the article in Precyclopedia, Volume 11.

Ask each child to obtain a jar of pond water and bring it to the next session of the class.

Activity:

Have all the samples of the pond water poured into a large bucket. The children will observe, discuss, and list what can be seen in the water before and after it has been allowed to settle for about 1½ hours. After the water has settled, have the children make several Blister specimens of pond water. They will make observations using the microscope and magnifying glass. Look for animals such as: hydra, planarian, and horsehair worm. List on paper what is in the water specimen, as seen with the microscope and magnifying glass.

Compare the three lists and discuss the findings.

EXTENDED ACTIVITIES:

- 1) Invite a resource person who will bring and explain a regular microscope and its use.
- 2) Compare specimens of tap water and pond water. This could develop into a study of water pollution, water purification systems, or related topics of interest to individual children.

EVALUATION:

The children will evaluate the effectiveness of the method they used to record their findings.

MATERIALS:

Compton's Precyclopedia, Volumes 10 and 11

Blister microscope

magnifying glass

large bucket

eyedropper or spoon

water samples obtained by the children

paper

pencils

MATERIALS

1. Understanding Your Environment:
 Pictures That Teach - Silver Burdett
2. Study Prints: Basic Science Series
 Familiar Cloud Formations
 Geography From Space - Singer
3. Compton's Young Children's Precyclopedia
4. Blister Electric Microscope - General Science Company
5. Readiness Globe - Nystrom
 U. S. Raised Relief Map - Nystrom
 Maps Show the Earth Kit - Nystrom
6. Action Map - U. S. Floor Map - Denoyer-Geppart
7. Filmstrip with Cassette
 Our Urban Needs: Sanitation - Singer
 New Orleans: Marketing Community - Singer
 You the Consumer: Where Does Your Allowance Go? - Singer
8. Now You Know About Animals (Books with cassettes)
 Encyclopedia Britannica
9. Horseshoe and bar magnets
10. Magnifying glass
11. Compass
12. Transparency: See How They Grow - Scholastic Services
13. Dinosaur Prints - Scholastic Services
14. Jumbo Wall Thermometer
15. Periodicals: National Geographic WORLD
 Highlights for Children
16. Classroom Musical Instruments
17. 18 Best-Loved Bird Paintings - Audubon

BOOKS

1. Four Seasons Library - Scholastic
2. Sounds of Language readers - Holt, Rinehart, and Winston
3. Science Words - Harper & Row
4. Kid's Stuff: Creative Science Experiences for the Young Child
5. How to Read Science - Harper & Row
6. Special Practice Books - Scott Foresman
7. Phuzzles Photo Puzzles

Additional Selected Children's Science Reference and Library Books

LEARNER GOALS FOR THE
MUSIC CURRICULUM AREA

MUSIC

1. To provide opportunities for experiencing music through listening, singing, playing instruments, moving, and creating.
2. To develop individual potential for gaining knowledge of music through the activities named in the first objective.
3. To develop basic concepts of the elements of music (rhythm, melody, harmony, expression, style) through perceiving, exploring, and analyzing these as parts of that which constitutes the musical "whole".
4. To develop an awareness of major composers, past and present; significant musical works; styles of performance and major performers; and the significant contributions these have made to society.
5. To develop knowledge of the media by which music is performed (voice and instrument identification).
6. To develop positive attitudes, habits, and values so that the validity of the expression of man's experiences through music can be recognized and appreciated.
7. To recognize the child with unusual talent and to encourage further specialized opportunities.

MUSIC CURRICULUM

MAKING MUSIC YOUR OWN, GRADE ONE

Silver Burdett Company, 1974

(Teacher's guide, recordings,
and student textbooks)

This music series can be utilized in a primary gifted program and presented in the planned sequence of the teacher's guide, adapted to meet the particular needs of a class. Teachers should vary the use of the recordings for correlation with other units of study and activities throughout the year.

MEET THE INSTRUMENTS

Bowmar Records

(Posters, filmstrips, recordings,
and student study prints)

This kit provides the teacher with the materials necessary to develop the ability of the child to recognize the instruments of the orchestra, by name and sound. The kit should be used according to the interests and needs of a particular class.

During the course of a year's time, experiences should be planned which will allow for at least one instrument from each section of the orchestra to be demonstrated for the children.

OUTLINE OF A TEACHER'S RESOURCE BOOK

The following outline, pertaining to the use of the Orff instruments in the classroom, is taken from the book Orff And Kodaly Adapted For The Elementary School by Wheeler and Raebeck. William C. Brown Publishers.

- I. Read the introduction: The Orff and Kodaly Approaches. Pay attention to the basic objectives under the Orff approach. (page xix) See second subtitle, page xx, Unique Devices (4. use of unique Orff-designed instruments).
- II. Sequence of activities using Orff and Kodaly (page xxvi) General teaching suggestions, pages xxvi and xxvii.
- III. PART I - Speech and Rhythm: Page 1, 2, and 3
- IV. As a teacher, study Chapter 1, p. 5 and Chapter 2, p. 18 for basic understandings of rhythms, bodily movements, etc. These chapters may require professional in-service for the classroom teacher.
- V. Page 24, using names of children to develop a feeling for accent and meter. Rely on echo-clapping from the teacher at the beginning.
- VI. Chapter 4, p. 63. Read and study. May require in-service, etc.
- VII. Chapters 5 and 6 can both be used in their entirety, providing the teacher reads, studies, and selects the lessons and activities that meet the needs of the children and are comfortable for her to carry out.
- VIII. Omit Chapter 7 (too demanding on teacher and children at this level)
- IX. PART II - Page 123. Requires in-service professional training for the teacher.

See Basic Objectives, page 124.
See Introducing the Orff instruments to children, p. 125
Chapter 8, page 129 again, select according to the guides in #VII (above)
- X. APPENDIX 1 - Page 283 Read and study.
- IX. APPENDIX 2 - Page 290 Nursery rhymes and proverbs.

READING AND SINGING

PURPOSE:

Singing traditional songs while following the printed page

Linking language to the rhythmic pattern of a melody

Using music as a vehicle to the development of basic reading skills

SUGGESTED TIME: (no specific)

CONTENT:

Textbook: Sounds I Remember, (pages 10, 16, 30, 36, 38, 49, 54, 56, 58)

PROCEDURE: (whole class)

- 1) Class participates in singing and following the printed pages of the songs contained in the textbook.
- 2) Discussion of and further development of the songs. For example: "Spoonful of Sugar", page 54, from Mary Poppins. Use recording of soundtrack and/or book.
- 3) Other examples of singing and reading in the Sounds of Language readers with topics of interest for development:
 - a) Sounds of Numbers, pages 130, 134 (folk songs), 160.
 - b) Sounds of A Hound Dog, page 156 (Composer: Leonard Bernstein)
 - c) Sounds In the Wind, page 44 (a round), page 66 (Christmas)
 - d) Sounds of a Pow-wow, page 18 (Valentine), page 58 (World War I song), pages 63, 80 (traditional melodies) page 124 (Halloween), page 178 (Sound of Music recording, resonator bells, alto xylophone, glockenspiel), page 192 (Christmas), page 200.
 - e) Sounds of Laughter, page 38, page 94, (Mary Poppins) page 152 (Thanksgiving)

EVALUATION:

- 1) Teacher observation for determining a child's basic reading skills, and teacher recognition of the need to provide for a child with unusual musical interest and talent

MATERIALS:

Sounds of Language readers, levels 1-8

Recordings

Compton's Precyclopedia and other reference books

Orff instruments

COMPOSERS

PURPOSE:

To acquaint the child with at least one major composer of each major stylistic period

To help students identify at least one composition of each selected composer

To draw relationships between the expressive qualities of the selected music and the life of the people at the particular time of composition

To draw comparisons between the characteristics of style of one composer's work of a period in relation to another composer's work of another period

To aid students in clarifying the values demonstrated by each selected composer in achieving his creative accomplishments

SUGGESTED TIME: (no specific)

CONTENT:

Style: Contemporary

Composer: Igor Stravinsky

Field trip: A dance studio

The class watches a lecture/demonstration of techniques of ballet given by a local dance teacher and student. The students are told and shown the steps necessary in pursuing the technique of learning ballet. Various styles of music are used in the demonstration. The ballet teacher tells about the Russian-born composer, Igor Stravinsky, and his contributions to ballet:

Stravinsky was born in Russia in 1882. He studied under the Russian composer, Rimsky-Korsakov. In 1914 he moved to Switzerland, in 1920 to Paris, and in 1940 he came to the United States (geography). He became a United States citizen in 1945 (political science). Stravinsky first gained international fame for his ballets. Most of Stravinsky's ballets are based on Russian folklore. In his music he chose models of the past, as Mozart, as well as developing compositions based on Schonberg's 12-tone technique (contemporary).

Stravinsky died in 1971. Some of his ballets most performed today are Petrouchka, The Soldier's Tale, The Rite of Spring. At the first performance of The Rite of Spring the audience rioted, and threw objects at the orchestra, because of the unconventional sounds of the music (contemporary).

EXTENDED ACTIVITIES:

- 1) Research the life of the composer Igor Stravinsky (as a class and individually). Use the selection: "The Devils Dance" from the ballet The Soldier's Tale. Discuss the dynamics of the piece. Compare to a comparable energetic composition of an earlier composer. Discuss the unusual use of instrumentation as compared to the simplicity of the instrumentation in Bach (no percussion).
- 2) Encourage the students to attend local ballet productions. Keep a "Fine Arts" bulletin board where the teacher and the class can post newspaper articles, programs, etc. announcing time and titles of local Fine Arts productions.
- 3) Study other Russian composers that have contributed to music for children, as Sergei Prokofiev, (Peter and the Wolf), Tschaikovsky (The Nutcracker Suite).
- 4) Have a chart that lists the major composers studied in chronological order. Put name, date of birth, and death.
- 5) Select 12 resonator bells. Give each bell a number from 1-12. Using 12 children, each child has a bell. One child or the teacher may be recorder (black board). Illustrate 12-tone construction by allowing them to create a melody without repeating a bell until all 12 bells have been used. Call out a number, recorder put it on the black board, etc. until all bells are used as 5, 7, 3, 8, etc.

EVALUATION:

Through discussion and ability to perform the planned activities

MATERIALS:

Compton's Precyclopedia, Volume 14
World Book Encyclopedia, Volume 18
 Silver Burdett recordings of Making Music Your Own, Grade One
 Readiness Globe
 daily newspaper
Time Magazine
 recordings of ballets
 resource personnel from local ballet companies
 chart or tagboard
 marks-a-lot

Four other major composers are studied in Grade One. The following chronological outline gives the style represented, content, suggested activities and materials to use to introduce these composers to the students. SPARK students should have further opportunities in each succeeding grade to reinforce all musical learnings represented through the study of any major composer.

1) Style: Baroque

Composer: Johann Sebastian Bach

Content: Book and record: "Walt Disney Presents: 'The Great Composers'"

World Book Encyclopedia

Record: "Switched - on Bach" Columbia

Record: "Julian Bream: Baroque Guitar", RCA

Suggested Activities:

Introduce Bach with the unique sound of the Moog synthesizer in the recording "Switched - On Bach". Give facts about Bach through the Walt Disney record and reference books. Visit a church or fine arts center to hear Bach's music performed on a pipe organ. (religion)

Invite a musician, student or parent to perform a composition by Bach on any other instrument.

Visit a fine arts center to hear Bach's music performed on harpsichord. Research harpsichord. Compare to piano and organ.

Visit a fine arts center for a demonstration of a Moog synthesizer. (electronics, an instrument used in rock music) Compare the sizes of synthesizers as related to a musician's need and ability to afford.

Compare the length of Bach's life to the other composers being studied.

Value clarification activity:

Group discussion of a famous and successful composer who died without knowing or receiving fame. (as compared to today's astronaut; as compared to Stravinsky, because of communication skills)

2) Style: Classic

Composer: Franz Joseph Haydn

Content: Book and records: "Walt Disney Presents: The Great Composers"

World Book Encyclopedia

Joseph Haydn was referred to as "Papa" Haydn, or "father of the symphony". He met Mozart in 1781, and it was the most lasting friendship of his life. He recognized in Mozart a genius greater than his own. He composed the Austrian national anthem. (history) His music carried him to fame throughout Europe, but he remained a simple man, often working sixteen hours a day on compositions. For a musician of his day, he was famous and rich, but he did not deviate from his habits of hard work. (value clarification)

Provide many opportunities for the children to listen to compositions by Haydn (recordings, live performances, etc.)

3) Style: Classic

Composer: Wolfgang A. Mozart

Content: Book: Men of Genius: Mozart, McGraw-Hill Company
Compton's Precyclopedia, Volume 10
World Book Encyclopedia

Mozart can be presented as a composer who conquered the musical world when he was still a child, age 10. He began showing signs of musical genius at age 3 by picking out notes on the harpsichord being used by his father to give lessons to his older sister. His father planned a concert tour for him at age 6. Mozart lived up to everyone's conception of the complete artist. He loved life, people, gaiety, dancing, and above all, music. Financial security did not come with success. (value clarification) He died at age thirty-five but he had lived more than most men twice his age. (quantity of work compared to years lived)

Suggested activities:

Introduce Mozart by having an elementary student pianist perform one of his earliest compositions as "Sonatina", composed at age 5. Provide many other opportunities for the students to hear music written by Mozart. Include various examples of media (piano, orchestra, vocal) as the record: "The Swingle Singers: Anyone for Mozart?" by Philips records.

Group discussions:

Compare the length of Mozart's life to other selected composers. Compare the success experienced during his musical career to his loneliness at the time of his death. (emotions) Research and discuss the meaning of the word genius, as used in any kind of work.

Globe skills:

Locate the countries where Mozart performed concerts.

History:

Compare Mozart's dress to George Washington's dress.
Mozart lived during the time of American Revolution.

Instruments and Sound:

Compare Mozart's piano to Stravinsky's piano, according to size and sound.

4) Style: Romantic

Composer: Ludwig Van Beethoven

Content: Book and record: "Walt Disney Presents - "The Great Composers"

Compton's Precyclopedia, Volume 2

Beethoven's Father was a brutal, selfish man who forced his son Ludwig to study piano in the hope he would become a child prodigy because of the money it would bring from performances. His father knew of the large fees Mozart received as a child performer. Ludwig's home life was unhappy because of his father, but he worshipped his mother who was patient and understanding. When Ludwig was eight, his father arranged for his debut on the concert stage. In later years he was given a chance to visit Vienna and play for Mozart, his idol. Mozart commented favorably on Ludwig's playing and his career seemed to be moving ahead. He studied for awhile under Joseph Haydn. The overpowering tragedy of Beethoven's life occurred in 1801 when he began to notice he was growing deaf. The fear that he would be unable to hear his own notes drove him to the piano to compose with fury. As the years enclosed him in a tomb of total deafness, he became withdrawn. In 1818 he entered his last productive phase. He composed the "Ninth Symphony" which contains Schiller's poem "Ode to Joy" in the last movement. He was completely deaf when he wrote and conducted the "Ninth Symphony". Beethoven was a tragic genius who never took a backward step.

Suggested activities:

Introduce Beethoven using the recording and book: "Walt Disney Presents: The Great Composers". Add other events of his life as acquired from reference materials (Compton's World Book, etc.). The class will recognize the opening theme (four-note pattern) of Beethoven's Fifth Symphony from hearing it on television used in background music and commercials.

Group discussion:

Deafness caused Beethoven to be misunderstood (his actions reflected his fear and frustrations) (handicapped people - value clarification)

Compare Beethoven's financial security to Mozart's. Beethoven was able to support himself financially as an independent musician (selling compositions, performing). In Mozart's day, he was paid to compose and perform for the courts. The results of the French Revolution, with the rise of the working class of people, began to allow portions of the society other than the rich to experience a life that was more than work (use of Schiller's poem, "Ode to Joy").

Provide many opportunities for the students to hear music composed by Beethoven (recordings, live performances, etc.)

Individual children may choose to do at-home research on any composer presented in class. They may choose to make posters, write stories, etc. to accompany their research.

Through class discussions, encourage students to be curious about any music they hear as to instrumentation, sounds, composers, style, and etc.

MUSIC MAKERS

BY JAMES R. HANING

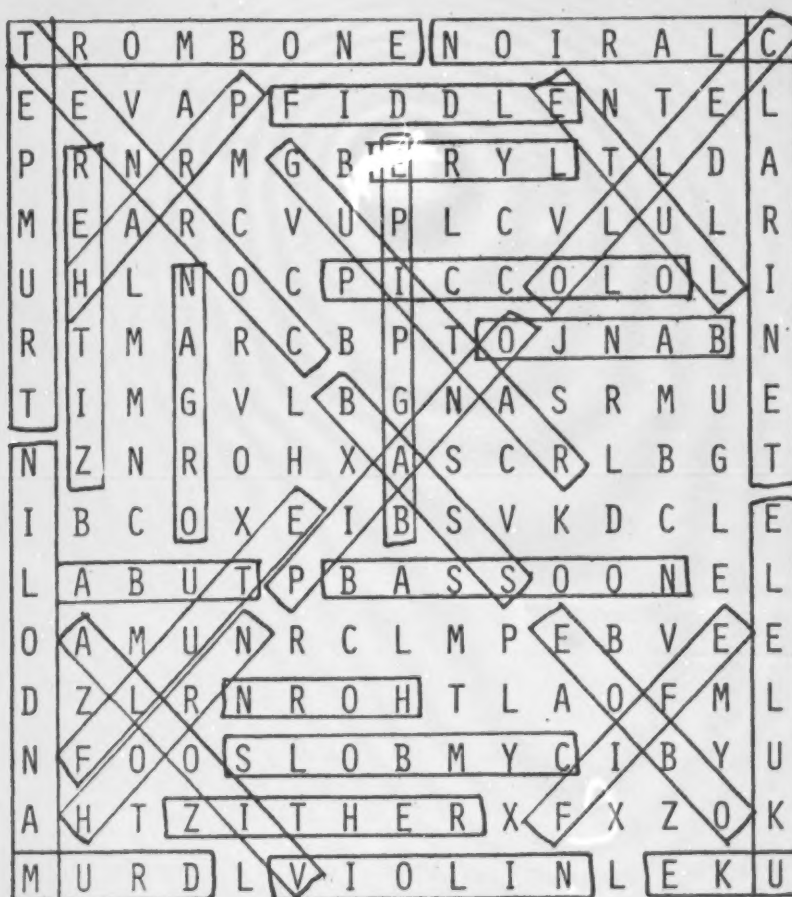
Connect the letters across, down, or diagonally, forwards or backwards, to spell musical instruments.

T	R	O	M	B	O	N	E	N	O	I	R	A	L	C
E	E	V	A	P	F	I	D	D	L	E	N	T	E	L
P	R	N	R	M	G	B	E	R	Y	L	T	L	D	A
M	E	A	R	C	V	U	P	L	C	V	L	U	L	R
U	H	L	N	O	C	P	I	C	C	O	L	O	L	I
R	T	M	A	R	C	B	P	T	O	J	N	A	B	N
T	I	M	G	V	L	B	G	N	A	S	R	M	U	E
N	Z	N	R	O	H	X	A	S	C	R	L	B	G	T
I	B	C	O	X	E	I	B	S	V	K	D	C	L	E
L	A	B	U	T	P	B	A	S	S	O	O	N	E	L
O	A	M	U	N	R	C	L	M	P	E	B	V	E	E
D	Z	L	R	N	R	O	H	T	L	A	O	F	M	L
N	F	O	O	S	L	O	B	M	Y	C	I	B	Y	U
A	H	T	Z	I	T	H	E	R	X	F	X	Z	O	K
M	U	R	D	L	V	I	O	L	I	N	L	E	K	U

MUSIC MAKERS

BY JAMES R. HANING

Connect the letters across, down, or diagonally, forwards or backwards, to spell musical instruments.



BOOKS

1. Making Music Your Own, Grade One
 Student texts, 1974 edition
 Teacher's edition
 Record set for Grade 1
2. Orff and Kodaly Adapted for the Elementary School
 Teacher's resource book
3. Peter and the Wolf and Socerer's Apprentice
 Fantasia Pictorial Series
 Silver Burdett Company
4. Star Spangled Banner
5. Book-Record Companion Series
 Scholastic Book Services
6. "Pictures That Teach"
 Silver Burdett - Understanding Your Environment
 Charts P3 and P4
7. Compton's Precyclopedia
8. Highlights for Children magazine

MATERIALS

1. "Meet the Instruments"
 Posters, miniature study prints, with filmstrip and record
2. Selected recordings

INSTRUMENTS

1. Orff Instruments, Group A
 Orff Schulwerk
 1 alto xylophone
 1 glockenspiel
 1 tambour
 1 triangle
 1 woodblock

2. 15 Chord Chromaharp
Rhythm Band Incorporated
3. 1 Set Resonator Bells (20)
Rhythm Band Incorporated
4. 8" Tambourine
8" Tuneable Mano Hand Drum
Large Wood Guiro
Rhythm Band Incorporated

LEARNER GOALS FOR THE
ART CURRICULUM AREA

ART

1. To provide opportunities for the child to satisfy art as a deep human need.
2. To encourage creative expression as a means for the child to reveal his mind, heart, and imagination.
3. To use the expression of art to further the development of the child's feelings of personal worth, uniqueness, dignity, and integrity.
4. To provide varied art materials that allow the child to explore the elements of art (color, design, media, texture, style, line, balance, shape, form, processes).
5. To acquaint the child with the lives and contributions of famous artists, past and present.
6. To encourage the use of art in leisure time.
7. To use art experiences to further develop the skills of observation, judgment and evaluation.
8. To recognize the child with unusual talent and to encourage further specialized opportunities.

ART CURRICULUM

JOHN J. AUDUBON

PURPOSE:

To see in Audubon's life an example of success after initial failure

To use this artist's life as a model for valuing an unusual ability or talent within one's self and developing a determination to nurture and use this talent

To develop an appreciation of the beauty and life-like style of Audubon's paintings

To acquaint the children with an artist who lived and worked in Louisiana

SUGGESTED TIME: (no specific)

CONTENT:

The story "The Boy Who Hated Cages" from Compton's Precyclopedia

Information on Audubon's life from World Book Encyclopedia

Set of prints of Audubon's bird paintings

PROCEDURE:

Read to the class "The Boy Who Hated Cages" from Precyclopedia Volume B, pages 108-111.

Discussion (values):

Ask: Where might the family have gotten these birds? Who may have fed them and cleaned the cage? Do you feel that John had the right to let the birds go free? What feelings had John experienced for a long time? When do you suppose he had made the bird sketches which he showed his father?

Display and have a discussion of the Audubon bird paintings. Observe that the birds were painted in their natural settings.

As children share their research reports, they will discover that this artist spent years in Louisiana observing and painting birds and other wildlife.

EXTENDED ACTIVITIES:

Use the globe and floor map at every opportunity to locate where Audubon was born, where he worked and traveled in the United States and Europe, the area in Louisiana where he lived and worked for a period of time, and the Audubon Zoo in New Orleans, etc.

Take a field trip to a museum to see a collection of Audubon's bird and animal prints.

Take a field trip to a local art exhibit (for an opportunity for the child to compare art styles).

Children may make posters at home or at school which show the shape of the state of Louisiana.

MATERIALS:

Compton's Precyclopedia, Volume B, pages 108-111

18 Best Loved Bird Paintings, John J. Audubon
Book Enterprises, Inc.

World Book Encyclopedia, Volume A

globe

maps

WINSLOW HOMER

PURPOSE:

To acquaint the child with the life and works of a famous American artist

To provide a study of a particular style of art for the child to use as a comparison in his continued learnings in the area of art

SUGGESTED TIME: (30 minutes)

CONTENT:

Tell or read the story of the life of Winslow Homer, adapted from American Life in Art, teacher's guide, and the book Famous Artists of the Past.

Emphasize that Winslow Homer's greatest contributions to art have been in the medium of watercolor.

PROCEDURE: (whole class)

Show the children several examples of art prints by Winslow Homer. Tell the story of the artist's life (based on material given in content). Provide time for group discussion concerning the artist, the style, and the themes of the paintings.

EXTENDED ACTIVITIES:

- 1) Field trip to a local art exhibit. Compare the watercolor paintings in the exhibit with similar works by Winslow Homer.
- 2) Provide an opportunity for the students to use watercolors for painting.
- 3) Encourage individual research about another artist that lived at the same time as Winslow Homer, in America or another country. For example: the artist - Fragonard. Print of "Young Girl Reading", painted in 1776, "Highlights for Children" magazine.
- 4) Compare the styles of Winslow Homer and John J. Audubon (life-like paintings of familiar surroundings).
- 5) Compare the style of Winslow Homer to the artist Pieter Bruegel, using the Scholastic print "Children's Games" and the story of Bruegel and the print from the Highlight Magazine, August - September, 1975.

EVALUATION:

Teacher observation, during the initiated activities, of the child's ability to compare two styles of paintings. Teacher recognition of the need to provide for a child with unusual artistic interests and talent.

MATERIALS:

American Life In Art, 12 prints with teacher's guide, Scholastic Book Services

Famous Artists of the Past, Platt and Munk

Compton's Precyclopedia

Highlights For Children, August-September, 1975 and October, 1976

Sounds of Language readers, examples of watercolors

"Children's Games", Scholastic Services

"Four Paintings" Scholastic Services

INFORMATION FOR THE DEVELOPMENT
OF OTHER ART TOPICS AND ACTIVITIES

- 1) Topic: Method of coloring Easter Eggs from the country of Armenia
Content: Highlights for Children magazine, April, 1976
Activity: Tell the story of how the Armenians colored eggs. Allow the class to develop a "recipe" for this method. The student may copy the recipe to take home. Encourage the students to perform the activity and bring an example of the colored egg to class.

- 2) Art medium: woodcuts
Content: Famous Artists of the Past, story of the artist and examples of a woodcut, pages 26-29. Woodcut examples in the books: Questions and Answers About Seashore Life, Scholastic Services; Sounds of Laughter, pages 56-67 and 96-113; Sounds of Numbers, page 102. Field trip: woodcuts in a local art exhibit.

- 3) Activity: Dictated art
Content: "K-3 Bulletin", March, 1976, page 9.

- 4) Content: "Animal Fables", 6 filmstrips (Coronet)
Example of art activities: oragami, cloth collage, montage, puppets, pictures using color to depict mood. Suggestions for developing these activities in the classroom are given in each sound filmstrip.

- 5) Content: Sounds of Language Readers, Levels 1-8
Activities: Use the art represented in these textbooks for:
 - 1) activities that encourage elaboration and originality
 - 2) examples of art prints
 - 3) examples of art media
 - 4) the development of the aesthetic value of art that accompanies the printed page

- 6) Content: Field trip to an art exhibit or museum
Activity: Following the viewing of an art exhibit, begin to develop the basic techniques used in displaying one's art. For example: art work is titled or untitled; the artist's signature is usually visible; the background materials used in staging the exhibit are planned, etc.

7) Topic: Peel a Picture

Content: Highlights Magazine
November, 1975
page 40

Activity: Save scraps of contact paper and recycle them into a beautiful picture. Cut different shapes from the contact paper and peel off the backing. Stick the cut shapes of contact paper to a piece of cardboard.

Paint over the whole picture with poster paint, acrylic paint, or markers.

Let dry, then carefully peel off the contact paper.

A three color effect can be achieved by repeating the process using different shapes and placing them differently.

8) Topic: Initial Shields

Content: Highlight Magazine
January 1976
page 40

Activity: Cut a piece of Oak tag, cardboard, or white construction paper in the shape of a shield about 18 inches high. Divide the shield into three sections.



In the largest section a picture or design can be created by posting down a variety of scrap material, circles or strips. In the upper smaller section, a picture can be colored or painted. In the lower section paste your initials cut out of black construction paper. The finished product can be quite colorful and unique.

9) Topic: Art Museum

Content: Book: Norman the Doorman by Don Freeman, Educational Reading Services

Activity: Read the book to the class prior to going on a field trip to an art exhibit or museum. A group discussion would provide an opportunity for the teacher and the class to gain knowledge of the benefits and pleasures of art exhibits.

10) Topic: Sculpture and Sculptor

Content: Using reference books in the classroom introduce the art medium of sculpture and the meaning of sculptor.

Activity: Using a flour, salt, and water dough recipe, allow each child to be a sculptor. This activity may be done in December, using Christmas figures or symbols as the subjects for a sculpture. The child may make a card to accompany or place beside his sculpture. Example: an original design created by _____, date, etc. The child may choose to use this sculpture as a gift.

11) Technique: Crayon Resist

Procedure: Draw a picture with crayons, bearing down very hard on the paper. Then coat the page with a thin tempera paint wash. The tempera will cover all of the paper except for the crayon drawing.

This is especially suitable for illustrating the underwater home of the octopus or other sealife. Use heavy white art paper, crayons, and blue tempera.

MATERIALS

1. Consumable art supplies
2. Art easel
3. The Art Box - Primary
Educational Insights Incorporated
4. Animal Fables: filmstrips and cassettes
Coronet
5. Art Prints
"Children's Games"
"Four Paintings"
American Life in Art
Scholastic Book Services
6. 18 Best Loved Bird Paintings, Audubon
Book Enterprises Incorporated
7. Famous Artists of the Past
by Alice Elizabeth Chase
Platt and Munk
8. Sound of Language readers - Levels 1-13
Holt, Rinehart, and Winston
9. Making Music Your Own - student text
Silver Burdett Company
10. Scholastic Paperbacks
Scholastic Book Services
11. "The Best in Children's Paperbacks", K-3
Educational Reading Services

MATERIALS USED IN
FIRST GRADE GIFTED SPARK CLASSES

I. ART

- | | |
|------------------------------|--------------------------|
| 1. The Art Box - Primary | Educational Insights |
| 2. Double Easel | Creative Playthings |
| 3. Spice Series ("Create") | Educational Services |
| 4. Best Loved Bird Paintings | Audubon Book Enterprises |
| 5. American Life in Art | Scholastic Services |
| 6. Four Paintings | Scholastic Services |
| 7. Art Guide and Handbook | Hayes |

II. BOOKS - children's reference

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|---|-----------------------------|
| 1. All About Birds | |
| 2. All About Insects | |
| 3. All Color Book of Birds | |
| 4. All Color Book of Insects | |
| 5. All About Reptiles | Crescent (1 thru 5) |
| 6. Great Big Air Book | Random House |
| 7. 101 Wonders of America | Country Beautiful Corp. |
| 8. Dictionary for Children | MacMillan |
| 9. "In Other Words" A Beginning
Thesaurus | Scott-Foresman |
| 10. Star Bangled Banner | Doubleday |
| 11. Compton's Precyclopedia | Compton |
| 12. My First Picture Dictionary | Scott-Foresman |
| 13. Science Words | Harper and Row |
| 14. Those Strange Louisiana Names | |
| 15. Giant Dinosaurs | Scholastic Services |
| 16. Rocks & Minerals | Octopus Books |
| 17. Prehistoric Life | Grosset & Dunlap |
| 18. Dinosaurs | Grosset & Dunlap |
| 19. Story of the Acadians | Barron's Educational Series |
| 20. ABC Word Book | Random House |
| 21. Play on Words | Random House |
| 22. Charlie Brown Dictionary | Random House |
| 23. Swahili Counting Book | Dial Press |
| 24. Snakes | Grosset & Dunlap |
| 25. The Bears' Almanac | Random House |
| 26. Baby Animals of Africa | Castle Books |
| 27. How Do They Build It | Platt & Munk |
| 28. Guinness Book of Astounding Feats
and Events | Sterling |
| 29. Golden Guide to Insects | Golden Press |
| 30. Guinness Book of Amazing Achievements | Sterling |

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|------------------------------------|--------------|
| 31. Golden Guide to Trees | Golden Press |
| 32. Information Please Almanac | Golenpaul |
| 33. Louisiana Almanac | Pelican |
| 34. Webster's New World Dictionary | World Book |
| 35. Golden Book of Seashells | Golden Press |

III. BOOKS - children's literature and texts

- | | |
|--|---------------------------|
| 1. Clovis Crayfish & the Big Betail | Claitor's |
| 2. Clovis Crayfish & His Friends | Claitor's |
| 3. Early Childhood Book Collection | Scholastic Services |
| 4. Four Seasons Library K-3 | Scholastic Services |
| 5. Folktale Collection for
Beginning Readers | Scholastic Services |
| 6. Sounds of Language Readers | Holt, Rinehart & Winston |
| 7. Monster Series (12 titles) | Bowmar |
| 8. Phuzzles | Golden Press |
| 9. Gateways to Reading K-8
The Best in Children's Paperbacks
(60 titles) | Educational Reading |
| 10. Satellite Paperbacks (20 books) | Holt, Rinehart, & Winston |
| 11. Fantasia Pictorial Series | Silver Burdett |
| 12. From Skyscrapers to Squirrel Series | Harper and Row |
| 13. He Bear, She Bear | |
| 14. A Fly Went By | |
| 15. The Best Nest | |
| 16. The Bike Lesson | Random House (13 thru 16) |
| 17. There's a Nightmare in My Closet | Dial Press |
| 18. Can I Keep Him | Dial Press |
| 19. Zeek Silver Moon | Dial Press |
| 20. The Trees Stand Shining | Dial Press |
| 21. Tell Me A Joke | Platt & Munk |
| 22. Hailstones & Halibut Bones | Doubleday |
| 23. The Story of Paul Bunyan | Prentice-Hall |
| 24. Yankee Doodle | Parent's Magazine Press |
| 25. The Christmas Cupboard | Funk & Wagnalls |
| 26. Moja Means One | Dial Press |
| 27. The Duchess Bakes A Cake | Scribner |
| 28. Stone Soup | Scribner |
| 29. May I Bring a Friend | Atheneum |
| 30. The Shoemaker & the Elves | Scribner |
| 31. Magic Circle - Levels 1,2,3,4 | Ginn and Company |

Student - Practice Books

- | | |
|---|----------------|
| 1. Special Practice Books(levels 2,3,4,5)
In Other Words I (Sets A, B) | Scott-Foresman |
| 2. Golden Metric Workbook | Golden Press |

IV. BOOKS - teacher's(guides, manuals, resource, etc.)

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|---|----------------|
| 1. Teacher's editions to accompany all students' series, sets, etc. | |
| 2. Words I Like to Read and Write | Harper and Row |
| 3. Words to Read, Write, and Spell | Harper and Row |

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|---|-----------------------------|
| 4. Kid's Stuff - Creative Science Experiments for the Young Child | Incentive Publications |
| 5. Kid's Stuff - Reading & Language Experiences | Incentive Publications |
| 6. Transactional Analysis for Tots | Jalmar Press |
| 7. Why Doesn't An Igloo Melt Inside | Memphis City Schools |
| 8. Hayes Art Guide & Handbook | Hayes |
| 9. Practical Guide to First Grade Activities | Incentive Publications |
| 10. Special Kid's Stuff | Incentive Publications |
| 11. Pumpkins, Pinwheels, Peppermint Package | Incentive Publications |
| 12. Spice Series - Create (art) | Educational Services |
| 13. Spice Series - Note (music) | Educational Services |
| 14. Spice Series - Spice (language arts) | Educational Services |
| 15. The Metric Cook of Amusing Things To Do | Barron's Educational Series |
| 16. Story Starters - Primary | Creative Teaching |
| 17. Roget's International Thesaurus | Crowell |
| 18. The Come-Alive Classroom | Parker Publishing |
| 19. World Almanac | Parker Publishing |

V. BOOKS - Professional

- | | |
|--|--|
| 1. Teaching the Gifted Child, 2nd Ed. by James Gallagher | Allyn & Bacon |
| 2. The Gifted & Talented: A Handbook for Parents by Delp & Martinson | Ventura County, California |
| 3. The Identification of the Gifted/Talented | Ventura County, California |
| 4. Providing Programs for Gifted/Talented | Ventura County, California |
| 5. Reading for the Gifted and the Creative Student - Paul Witty | I. R. A. |
| 6. Ways of Teaching - Hyman | Lippencott |
| 7. Developing a Written Plan for the Education of G/T Students | L. T. I. Ventura County |
| 8. Florida State Resource Manual for Gifted Child Education | State of Florida Department of Education |
| 9. Teaching the Bright & Gifted | Prentice-Hall |
| 10. The Gifted Student by W. K. Durr | Oxford Press |
| 11. Educating the Gifted by Jos French | Henry Holt & Company |
| 12. Educating the Ablest by J. C. Gowan and Paul Torrance | F. E. Peacock Company |
| 13. Let's Put It All Together for the Gifted/Talented | Working Draft of La. State Program - Baton Rouge |
| 14. Change for Children by Kaplan | Goodyear |

VI.. BOOKS & CASSETTES/RECORDS

- | | |
|--|-------------------------|
| 1. Now You Know About Animals- Kit 599 | Encyclopedia Britannica |
| 2. Charlie the Tramp | Scholastic Services |
| 3. The Witch Next Door | Scholastic Services |

4. Crictor/Bremen Town Musicians
5. City Mouse - Country Mouse & Two
6. Congo Boy
7. Frog Prince
8. Indian Two Feet & His Horse - The
Witch Next Door
9. Tikki Tikki Tembo
10. Rich Cat, Poor Cat
11. Selection from the Arrow Book of Poetry (all of the above from:)
12. The Bigger Giant
13. Curious George Rides a Bike Scholastic Services

VI. MUSIC

1. Music - Book 1 Silver Burdett
2. Music Student Books Silver Burdett
3. Spirit Masters - What Do You Hear? Silver Burdett
4. Meet the Instruments (posters, study
prints, sound filmstrips set &
records Bowmar
5. The Music Box Educational Insights
6. Orff Instruments:
alto xylophone
glockenspiel
woodblock
triangle
tambourine
resonator bells
guiro
chromaharp
tuneable hand drum Rhythm Band Incorporated
7. Orff & Kodaly Adpated for the
Elementary School by Wheeler Brown Publishers
8. Making Music Your Own, Grade 1
with Records Silver Burdett
9. Records:
Walt Disney - Story of Great Composers
Swan Lake - Tchaikowsky
Sound of Music
Gems of the Orchestra
Beethoven Moonlight
Hansel & Gretal
Adventures in Music
Narrated - Nutcracker Suite
Grand Canyon Suite
Bach Synthesizer
Bream Classic Guitar

VII. SOCIAL STUDIES

1. Our Country Books Allyn & Bacon
2. Our Working World Families
3. America's Urban Needs (Sanitation)
(filmstrip & cassette) SVE

- | | |
|--|---------------------|
| 4. Working in U. S. Communities
(Marketing) filmstrips - cassette | SVE |
| 5. You, the Consumer
Where Does Your Allowance Go?
filmstrip-cassette | SVE |
| 6. Study Prints: American Indians
Yesterday and Today | Interstate |
| 7. Tadpole Series (Set 2)
filmstrip-records | Denoyer-Geppart |
| 8. Actionmap - U. S. floor map | Denoyer-Geppart |
| 9. Study Prints:
Our Wonderful Country
It's People
It's Workers
Historical Landmarks | Coronet |
| 10. Maps Show the Earth Kit | Nystrom |
| 11. 12" Readiness Globe | Nystrom |
| 12. U. S. Raised Relief Map | Nystrom |
| 13. A Lincoln Life Line | Scholastic Services |
| 14. U. S. Puzzle Plaque | Playskool Company |
| 15. Game of the States | Milton Bradley |

VIII.. SCIENCE

- | | |
|---|-------------------------|
| 1. Creative Science Experiences for
the Young Child | Incentive Publications |
| 2. Study Prints - Basic Science Series
Familiar Cloud Forms
Exploring Space | SVE |
| 3. Now You Know About Animals
books/cassettes | Encyclopedia Britannica |
| 4. Science Words | Harper and Row |
| 5. Jumbo Wall Therometer | Interstate |
| 6. Blister Electric Microscope | General Science Company |
| 7. Jumbo Horseshoe Magnet | |
| 8. Magetic Compass | |
| 9. Bar magnet | |
| 10. Reading Glass (3") | |
| 11. Pictures That Teach (Study prints)
"Understanding Your Environment | Silver Burdett |

IX.. MATH

- | | |
|-----------------------------|--------------|
| 1. Teaching Machine & Cards | |
| 2. Sequence Blocks | |
| 3. Centimeter / Decimal Set | |
| 4. Pin Board | |
| 5. Metristick | |
| 6. Polyominoes | |
| 7. Ox Blocks | |
| 8. Math Bingo | |
| 9. Lego | (1 thru 11) |
| 10. Metric ruler | Invicta |
| 11. Shape Tracer | Golden Press |
| 12. Golden Metric Workbook | |

13. The Metric Book of Amusing
Things to Do

Barrons

X. GAMES

1. Checkers
2. Polyominoes
3. Game of the States
4. Math Bingo
5. Etch-a-Sketch
6. Score Four Game
7. Double Six Dominoes
8. Rack-O
9. U. S. Map Puzzle Plaque
10. Lego Building Set
11. View Master
12. Petti Puzzles
13. Chess
14. Chinese Checkers
15. Pairs Word Game

Invicta
Milton Bradley

Playskool

XI. MAGAZINES

1. National Geographic
2. Highlights for Children

XII. ACTIVITY BOXES

1. Creative Writing Box
2. Reading Centers Box
3. The Music Box
4. The Art Box
5. Mind Expanders
6. Story Starters

XIII. MISCELLANEOUS AIDS

1. scissors (right or left handed)
2. flag
3. rulers
4. paste and/or glue
5. construction paper
6. tag board
7. pinking shears
8. flannel board
9. stapler
10. paper punch
11. easel
12. grip-clips
13. card box
14. point back letters
15. 60 minute timer
16. transparencies and markers
17. marks-a-lot

18. scrap book
19. picture album
20. tempera paint
21. blank cassette tapes
22. index cards
23. yarn and string
24. tape
25. clay
26. artist brushes
27. colored chalk
28. manila folders
29. corrugated paper

XIV. EQUIPMENT - FURNITURE

1. record player
2. cassette tape recorder
3. wall clock
4. Dukane Filmstrip/Cassette projector
5. double easel stand
6. Blister Microscope
7. Community Playthings storage unit
8. Community Playthings locking storage unit
9. file cabinets
10. various shaped tables
11. colorful plastic chairs

INSERVICE TRAINING

With the long-range goal of a differentiated program for gifted/talented in mind, all personnel involved in the program have the opportunity for specialized orientation and training, including preservice education.

Preservice and inservice training are provided for teachers, administrators, counselors, and librarians of gifted individuals. Although Louisiana gifted/talented certification is not a reality as yet, these staff members require specific education which prepares them to function effectively in the development of higher intellectual, academic, affective, and creative skills.

The continuing inservice education is designed to prepare the staff in pupil-appraisal, program planning and development, curriculum development, physical design of the gifted/talented classroom, and evaluation. The selected techniques can be appropriately differentiated through staff training programs in which staff members can acquire a thorough understanding of the characteristics of the gifted, their learning and developmental needs, and appropriate teaching materials and methodologies for use with gifted students.

Administrative and teacher effectiveness in the SPARK program are directly related to differentiated program structuring, curriculum development, organization planning, and the physical design of the gifted/talented classroom; the teacher and staff do not perform in a vacuum. The program in teacher-staff orientation and training reflects this premise. Preservice and inservice training consist of the following:

- 1 - Informal discussions with central office:
administrative and supervisory staff, Governor's Program
staff, TAG parent group, principals of selected partici-
pating schools, counselors, and classroom teachers
- 2 - McNeese State University graduate courses and workshops con-
cerning gifted/talented education
- 3 - Attendance at conferences, both in-state and out-of-state on
gifted/talented
- 4 - Consultations with nationally-recognized experts in the field
of giftedness
- 5 - Parish-wide inservice sessions with teachers of the gifted and
classroom teachers
- 6 - Monthly inservice sessions with coordinator and/or director
- 7 - Preservice summer workshops held in August each summer
- 8 - Visitations to exemplary programs

PARENTAL AND COMMUNITY INVOLVEMENT

Parental involvement is encouraged through attendance at group meetings and parent-teacher conferences, visitations in the SPARK classes, and rating the program by use of written evaluation forms twice a year. Parents are called upon to assist with transportation and chaperoning of field trips and to serve as resource persons.

The community is invited to participate in activities which may lend themselves to particular offerings, to serve as resources, and to help rate and evaluate the program. It is felt that meaningful education of the gifted will be enhanced by use of community resource participants and field trips.

COMMUNICATION AND DISSEMINATION

The dissemination of program information to the public creates greater awareness on the part of the community to the needs of the gifted/talented students.

Many articles are published about the program in local newspapers and bi-monthly newsletters, and this handbook is an effort to disseminate information to classroom teachers and principals.

Pictures, slides, and other media concerning the program are constantly being prepared.

There is continuous correspondence with interested persons regarding the program.

Appearance of gifted/talented team members, other school personnel, and/or students to share information concerning the program on local television stations, as well as presentations to various interested groups is an important phase of this component.

A scrapbook containing various information concerning the program is kept.

The program hosts many visitors from other school systems. These visits are always approved by the superintendent and are arranged by the coordinator in cooperation with principals and teachers.

Display of the students' work and projects in various exhibits, both in school and out, serve as a means of communication and dissemination of information about the program.

EVALUATION

Formal evaluation techniques include responding to a questionnaire by students, parents, and school personnel twice a year.

In addition, staff meetings are scheduled at regular intervals for the purpose of continuous feedback related to the everyday operational procedures and overall progress toward the accomplishment of the objectives.

The Title III Primary Program will have evaluative consultations held on a scheduled basis and will deal with evaluation data, processing and interpretation of collected materials, and other data related to the objectives of the program.

Mid-Year

EVALUATION OF PROGRAM BY STUDENTS

S P A R K

Calcasieu Parish School Board

Date _____

Please share some of your feelings about the SPARK program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Do you feel that being in SPARK has been important to you?

Yes _____ No _____ Explain:

2. Does being in SPARK make problems for you?

Yes _____ No _____ Explain:

What problem?

Do you miss your regular class do while you are gone to SPARK?

in the morning _____

in the afternoon _____

Do you like to be in SPARK next year?

Yes _____ No _____ Explain:

5. In what ways would you like to see SPARK changed?

6. Has being in SPARK helped in the reading you do?

Yes _____ No _____ Explain:

Tell some of the books you read in SPARK.

7. Which story in SPARK will you remember best?

Which activity in SPARK have you enjoyed the most?

8. Have you looked in a book to find out about someone or something since you have been in SPARK?

Yes _____ No _____

9. Has SPARK helped you in any way with the things you do in your regular classroom?

Yes _____ No _____ Explain:

10. Has SPARK helped you in any way with the things you do at home?

Yes _____ No _____ Explain:

11. Has SPARK helped in any way with the way you get along with or feel about people?

Yes _____ No _____ Explain:

12. Has SPARK helped in any way with the way you get along with or feel about yourself?

Yes _____ No _____ Explain:

13. Name one or more students you think should be in SPARK who are not now. Give reasons for each one named.

14. Tell the things you like about your SPARK teacher.

Tell the things you dislike about your SPARK teacher.

15. Is there something else you would like to tell about SPARK?

Yes _____ No _____

(You may use the back of this page if necessary).

END-OF-YEAR STUDENT EVALUATION

S P A R K

Calcasieu Parish School Board

Please help us by sharing some of your feelings about the SPARK program.
A signature is not necessary, but please sign if you wish.

	YES	NO
1. Have you enjoyed SPARK this year?	_____	_____
2. Do you feel you have learned something in SPARK you would not have learned in your regular classes?	_____	_____
3. Has being in SPARK created any problems for you?	_____	_____
4. Would you like to be in SPARK next year?	_____	_____
5. Do you think your SPARK teacher has been helpful as she could have been?	_____	_____
6. Has being in SPARK helped you to understand and get along with others?	_____	_____
7. Has being in SPARK helped you to understand your- self better?	_____	_____
8. Do you feel that our field trips helped you learn new things?	_____	_____
9. Did you like for other people to come to the room to teach a lesson?	_____	_____
10. Were you bored in SPARK?	_____	_____
11. What would you want to change about SPARK?	_____	_____
12. Tell anything you liked or did not like about your SPARK class.	_____	_____

Mid-Year

EVALUATION OF PROGRAM BY PARENTS

S P A R K

Calcasieu Parish School Board

Date _____

For some time now your child has participated in the SPARK program. Would you please share some of your feelings about the program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Do you feel that participation in the SPARK program has been of value for your child? Yes _____ No _____ Explain: _____

2. Did participation in the program create problems for your child? Yes _____ No _____ Explain: _____

 What is the present status of the problem?

3. In what ways would you like to see the SPARK program changed?
 ✍

4. Has the SPARK program helped your child in any way with the things he does at home? Yes _____ No _____ Explain: _____

5. Have you helped with transportation on any of the field trips?
 Yes _____ No _____
 Do you feel that such experiences are worthwhile? Yes _____ No _____
 Explain: _____

6. Do you feel that your child suffered academically by missing some of his other classes to participate in the SPARK program?
 Yes _____ No _____ Explain: _____

7. What do you consider to be the most worthwhile learning experiences your child has had in the SPARK class?

8. Would you like to have your child enrolled in the SPARK program next year?
Yes _____ No _____ Explain:
9. Do you feel that adequate communication has been provided to parents regarding the SPARK program?
Yes _____ No _____
If not, what suggestions for improvement would you make?
10. List any additional comments you would like to make regarding the SPARK program:
11. Do you know any other students (your own or others) you would recommend for consideration for the SPARK program who are not presently enrolled? Please list each child's full name, school, and present grade:
12. Give reasons for your recommendations:

END-OF-YEAR PARENT EVALUATION

S P A R K

Calcasieu Parish School Board

Date _____

Would you please share some of your feelings about the SPARK program to assist us in program improvement. A signature is not necessary, but please sign your name if you wish.

	YES	NO
1. Do you feel that your child has enjoyed SPARK this year?	_____	_____
2. Do you feel that participation in the program has been of any value to your child?	_____	_____
3. Did participation create any problems?	_____	_____
4. Has the program helped your child with his school-work?	_____	_____
5. Has the program helped your child in any way with things he does at home?	_____	_____
6. Have you helped with transportation on any of the field trips?	_____	_____
7. Do you feel such trips are worthwhile?	_____	_____
8. Do you feel that your child suffered academically by missing some of his other classes to participate in SPARK?	_____	_____
9. Would you like to have your child enrolled in the SPARK program next year?	_____	_____
10. Do you feel that adequate communication has been provided to parents regarding the SPARK program?	_____	_____
11. Have you been satisfied with the effectiveness of your child's SPARK teacher?	_____	_____
12. Have you served as a resource person for the SPARK students?	_____	_____
13. List the name, grade, school of any students you think might qualify for SPARK who are not in the program.		

(space below provided for answer to Question 13)

14. Please feel free to make any comments or suggestions concerning SPARK.

EVALUATION OF PROGRAM BY SCHOOL PERSONNEL

S P A R K

Calcasieu Parish School Board

Date _____

For some time now the SPARK program has been in operation in the parish. Would you please share some of your feelings about the program. Your evaluation and recommendations will be used to assist in program improvement. A signature is not necessary.

1. Are any of the SPARK students presently enrolled in your classes?

Yes _____ No _____

2. List in rank order the features of the SPARK program which you feel you have been most beneficial to the students who participated:

A.

B.

C.

3. Did participation in the SPARK program create problems for any of the SPARK students? Yes _____ No _____ Explain:

Did participation in the SPARK program create problems among students?

Yes _____ No _____ Explain:

4. Did participation in the SPARK program create problems for you?

Yes _____ No _____ Explain:

What is the present status of the problem?

5. Do you feel that adequate orientation and communication regarding the SPARK program were provided to teachers? Yes _____ No _____

If not, what suggestions would you make for improvement?

6. List ways in which you feel the SPARK program can be improved:

7. Do you wish to have the SPARK program in your school next year?

Yes _____ No _____ Explain:

8. Name one or more students you would recommend for placement in the SPARK program who are not presently participants
9. Give reasons for each student named:
10. List any additional comments you would like to make regarding the SPARK program:

END-OF-YEAR EVALUATION BY SCHOOL PERSONNEL

S P A R K

Calcasieu Parish School Board

Date _____

Please help us by sharing some of your feelings about the SPARK program. Your evaluation and recommendations will be used to assist us in program improvement. A signature is not necessary, but please sign your name if you wish.

	YES	NO
1. Do you feel that the program has been beneficial to your students?	_____	_____
2. Did participation in the program create any major problems for you?	_____	_____
3. Do you feel that it created any problems for the students?	_____	_____
4. Do you know of any thing that was studied in SPARK that was not or could not be covered in the regular instructional classroom?	_____	_____
5. Do you feel that adequate orientation and communication regarding the SPARK program were provided to teachers?	_____	_____
6. Have you visited a SPARK class?	_____	_____
7. Would you like to visit a SPARK class?	_____	_____
8. Would you be interested in teaching in the program?	_____	_____
9. Do you wish to have the SPARK program in your school next year?	_____	_____
10. List the name, grade, school of any students you would recommend for placement in the program who are not presently in the program.		
11. Please share any comments or suggestions you would like to make regarding the SPARK program.		

(please use backside of this page for answers to Questions 10 and 11)

EVALUATION OF PROGRAM COMPONENTS

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
1. IDENTIFICATION & PLACEMENT	Orientation meeting for all kindergarten teachers. List of identifying characteristics of giftedness. Informal reading/listening comprehension test. Rating scale for kindergarten pupils (from La. Policy Handbook on Gifted Education). Other nominations from parents, first grade teachers, principals, etc. Peabody Picture Vocabulary Test (administered individually).	Slides, transparencies, presentations. All kindergarten teachers are given packet containing instruments to be used. Instructions are given as how to handle material in packets. Percent of student population nominated by teachers. Weighted teacher ratings, listed in descending order. Number of students scoring above a determined bottom score.	Number and percent of total school population accepted into program initially. Number and percent of students placed in program following the initial placement. Number and percent of students in program with primary academic giftedness. Percent and number in program according to sex and race.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
	California Test of Mental Maturity (long form) administered in groups 10-12.	Sum the two scores and chart for each center in rank order from highest to lowest.	Percent and number of total school population identified for possible placement in program in each geographic location.
	Placement team.	Scores reviewed by team and selections are made.	Percent and number of total school population identified for possible placement in program at a later date.
	Interview of prospective students and parents.	Number and percent of student and parent interviews.	
	Orientation meetings with parents of each center.	Number and percent of parents attending orientation meetings.	Number and percent of positive and negative responses to interview parents and students.
	Written parental permission.	Number and percent of permission slips turned in.	Number and percent of positive responses to permission forms sent.
	List of identifying characteristics of giftedness.	First grade teacher recommendations.	Number and percent of students entering first grade not previously recommended.
	Test administered by competent authority teams.	Number and percent of students that are gifted and recommended by competent authority teams for placement in the program.	Number and percent of students representing major/minor ethnic group. Number and percent of positive and negative responses to recommend actions made by competent authority teams.
			Number and percent of total school population identified for possible placement in the program at a later date.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
2. DIFFERENTIATED CURRICULUM AND INSTRUCTION	Teacher logs.	Daily annotated logs of teachers.	Positive responses.
	Teacher rating scale.	Ratings on six-week basis for teacher and students; semi-annually for principal, counselor, and cooperating faculty.	
	Principal, counselor and cooperating faculty rating scale.	Number and percent for pre & post readiness and achievement test ratings.	Percent of gain or loss on test scores.
	Readiness tests. Achievement tests. Individual projects by students.	Periodic student projects.	Number and percent of students participating in projects and activities.
3. INSERVICE	Workshops for active and prospective teacher of gifted and talented with nationally-known consultants.	Number and percent of participants.	Positive and negative responses.
	Visitation to other exemplary programs by active gifted/talented teams.		Positive and/or negative responses.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
	Attendance at state, regional, and national meetings of gifted/talented team. Regular meetings of active teachers of gifted/talented with supervisors and/or consultants for gifted/talented. Workshops, seminars, and conferences for and with cooperating faculty. Visitation to gifted/talented classrooms by cooperating faculty.	Number attending. Areas of interest to participants. Number of workshops, conferences, and seminars. Number of faculty, participants. Post-ratings of participants at each level of inservice.	
4. PARENTAL INVOLVEMENT	Attendance at group meetings and parent/teacher conferences. Visitation to SPARK classrooms. Chaperoning field trips.	Semi-annual group meetings and a minimum of two parent/teacher conferences per year. Invitations sent to parents to visit classrooms whenever possible. Invitations sent to parents to assist in transporting students on field trips.	Number and percent of parents participating in group meetings. Number and percent of parents participating in parent/teacher conferences. Number and percent of parents visiting classes and assisting on field trips.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
	Parent rating scale.		Semi-annual ratings.
5. COMMUNITY INVOLVEMENT	Invitations and voluntary requests to participate. Community participants rating scale. Teacher rating scale. Student rating scale.	Number of resource participants and area of expertise of each. Number of field trips. Post ratings on each community related activity.	Number and percent of students participating in each community activity.
6. DISSEMINATION OF INFORMATION	Published articles about gifted/talented program. Appearance of gifted/talented team members, other school personnel, and/or students to share information concerning gifted/talented program. Correspondence with interested persons regarding program. Preparation of handbooks and brochures concerning the program.	Annotated logs of gifted/talented team. Maintenance of scrap book and picture album on gifted/talented program. Annotated log of gifted/talented team's appearance on TV - parent's meetings, civic organizations, other schools, state, regional, and national conferences.	Number and percent of informational dissemination. Number and percent of positive responses. Number and percent of requests for appearances.

COMPONENT	INSTRUMENTS	DATA ANALYSIS AND FINDINGS	FINDINGS AND CONCLUSIONS
	Preparation of picture slides, and other media concerning program.		
	Visitation of SPARK centers by other school systems upon request.	Oral and written evaluation of program by visitors.	Number of requests from other districts to visit.
7. TOTAL PROGRAM EVALUATION	State team. Team of national experts on giftedness. Class rosters and attendance records. Teacher rating scale. Student rating scale. Cooperating faculty and administration rating scale. Parent rating scale.	Annual ratings by state and national teams, teachers, students, parents, cooperating faculty and administration. Number and percent of attendance and absences of students prior to program and during program. Number and percent of loss of students from program following initial placement with statement as to why student left.	Positive and negative responses. Number and percent of days gained or lost in student attendance. Number and percent of days remaining in program at end of year following initial placement.

POLICIES

The success of the SPARK program is due largely to teamwork - - teamwork that includes the principal, classroom teacher, parents, counselor, evaluation team, the SPARK teacher, and other professional persons. It is intended that all persons involved can attain a free flow of interaction by exchange of ideas, sharing experiences and providing input into the program.

The SPARK students are encouraged to assume the responsibility of making up work missed as required by the regular classroom teacher. However, since these students usually learn at a faster pace, it is suggested that they not be penalized by having to make up seat work or drill sheets unless the classroom teacher feels the child has a specific need for skill development.

The scheduling of SPARK classes has been established by the principals of the schools housing SPARK centers in cooperation with other administrative and supervisory staff. The centers have the 2½ hour block twice each week, alternating morning and afternoon. The students spend 20 percent of their school time in SPARK and 80 percent in the regular instructional program.

State law and policy prohibits unauthorized personnel from placing and/or removing any child from a special class. At the beginning of the 1975-76 school year, the SPARK program was placed in the Department of Special Services under the direction of Mrs. Barbara Bankens. Total responsibility for placement in or removal from any special education program in Calcasieu Parish (including SPARK Gifted/Talented Program) must be assumed by the administrative and supervisory staff of Special Services Department.

FUNDING

An ESEA Title III grant is providing funds for the primary SPARK program. Funds from this grant provide for the coordinator's salary as well as clerical help and for the summer work for the teachers. There is also funding for materials, supplies, field trips, travel to meetings and conferences both in and out of state.

Local funds provide for facilities and equipment for the primary program.

Title III will become Title IV on July 1, 1976, and the project is to be funded with Title IV funds.

FUTURE PLANS

The success of the SPARK program has indicated a need for expansion. However, it is with careful precaution that the expansion does not take place at too great a rate so as to become a watered-down program. A carefully planned foundation has been laid, and there is more interest in quality than quantity.

The program was implemented in 1975-76 in three centers with three full-time teachers serving all elementary schools in the parish, public and parochial. The establishment of three second grade centers will be extended the second year, and to the third grade the third year.

Many factors are to be considered before expansion can take place. Every consideration will be given as to needs assessments of the school system.

T O N Y

Tony's drying dishes and cleaning out the hall,
And all he did was use the phone to make a friendly call.

For Tony's being punished (which happens more and more)
Because he's only four years old and much too smart for four.
A case of what I mean is this: His parents thought it prattle
When Tony asked if he could phone his uncle in Seattle.
So Tony's parents answered "Sure", only to check late
And find he'd talked from coast to coast for fifty minutes straight.
Which started Tony hollering he wasn't fresh or bad,
He'd asked to call Seattle, and they'd let him, and he had.

Tony's in the corner upon the "Naughty Stool", and all because he tried to do
The work in nursery school.

When Tony tired of coloring, to vary his routine,
Miss Keith, his teacher, had him make a bowl of plasticene.
But even though he made the bowl, Miss Keith looked fierce and smitten
To note that on the back of it MADE IN JAPAN was written.
And since it didn't seem to help when Tony told Miss Keith
He only wrote what all cheap bowls had written underneath . . .
Not really liking fierceness much, he took a pencil . . . W h o o m . . .
And fired it in a rubber band across the silent room.

Tony's in the corner where he's sent again
Because - - at four - - he reads and writes like someone nine or ten.

Upset about the Bowl Affair, Miss Keith - appearing grimmer
Decided Tony might enjoy a lovely first-grade primer.
The trouble was that later on when she was less forbidding
And asked if Tony like the book, he answered: "Are you kidding?"

. . . My dog can run. My ball is fun. My kitten is a pet.
See Mother cook. See baby look. . . .

"How boring can you get?"
And just to warn some future child the story wasn't bearable,
He scribbled on the title page: "Don't read this book. It's terrible."

Since Tony, what with this and that, was not example - setter,
The teacher said to stay at home until he acted better;
Which didn't bother Tony much, for what could be forlornner
Than spending half your waking hours restricted to a corner.

So now he's sweeping sidewalks and beating scatter rugs,
And though he keeps his mind alert by watching birds and bugs,

He's sick of being punished (which happens more and more)
Because he's only four years old, and much too smart for four.
He's sick of how his mother says in accents sad and moan-y.
He's brilliant, but I don't know what we'll ever do with Tony.

From: THE SNAIL'S A FAILURE SOCIALLY

By: KAYE STARBIRD